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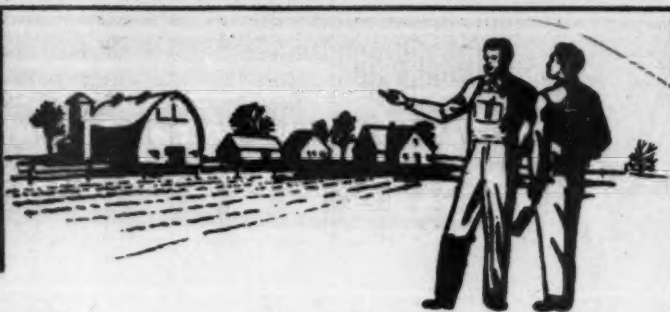


Featuring . . . Summer Activities



LEGEND FOR COVER PICTURES ON PAGE 270

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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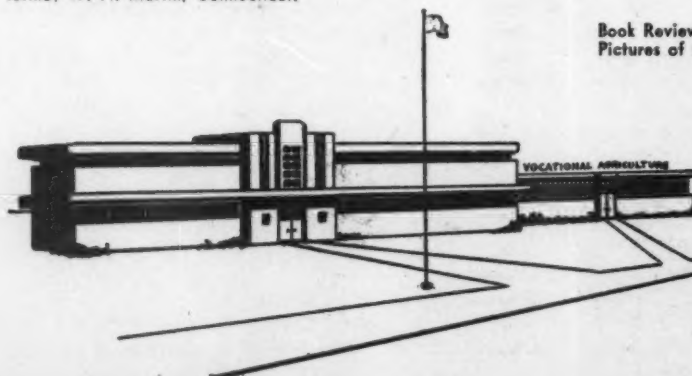
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Editorials

Guest Editorial

J. M. TUBB, State Superintendent of Education, Jackson, Mississippi

Education of the right kind directs people along the right way. The improvement and expansion of education of the right kind may plot the path of our future progress and shape the quality of our leadership for tomorrow. Good education must develop citizens who work as well as play; who produce as well as consume; and, who create as well as appreciate. In fact, we must have an education that leads us happily through the years we have to live on this earth as well as an education that will enable us to have some meat and bread during this life.

Vocational education comprises a great integral segment of public education today. Perhaps it came on the scene as an answer to the need of tying the practical and the ideal together. The boy in the FFA Chapter may read Shakespeare and also know how to plant soybeans. He may familiarize himself with the history of his nation and yet know the value of a hog and what constitutes a balanced ration for a pig. The girl in the FHA Club may be able to interpret Beethoven's Moonlight Sonata on her piano as well as to make good biscuits. She may know the beauty of English poetry and at the same time be able to judge poultry and farm products expertly. Too long our education was of such variety that we had to leave it at the school house or on the mantel when we went to the barn or the field or the orchard or the woods to work. Today we have ample evidence to establish the premise that our boys and girls carry home from school a type of training and education that helps them to become better members of the household and more useful citizens in the community.

Our state has a great responsibility in furnishing educational opportunities to all of our children. Great amounts of money are invested in the school plants and equipment over our great State.

Many of these facilities are idle during the summer; however, more and more are they being utilized twelve months in the year. The community is entitled to the maximum benefits that may arise from a year-round use of the school property. Vocational education has led the way in this twelve months program of public education in many respects. The vocational agriculture teachers have in the majority of cases launched an educational program for the whole calendar year. During the regular session of school he is busily engaged with the boys in his classes and the community farmers in afternoon or evening meetings. As a general rule little "grass grows under his feet" during the whole year, but in the summer time it seems that his activities may even be accelerated. When school is out and the commencement glamour has faded away, the agriculture teacher finds himself with a multitude of things to do during the summer months. His FFA and NFA boys will have trips to make and money will be needed for these tours. Community plans must be laid leading to the county and State fairs; assistance must be given the boys and adult farmers in selecting seed, feed,

fertilizer, livestock or farm equipment. Conservation of things grown on the farm, in the gardens or in truck patches will consume a tremendous amount of his time because to preserve the food and crops is of first rate importance in successful farming. This list could be expanded indefinitely in enumerating all of the things he has to do for the benefit of others and the program in general.

Probably one of the most important things that he will have to do relates to his own preparation. A good teacher must constantly study. This applies to all who teach. In the words of Dr. Arnold, the Headmaster of Rugby, "Students should have the privilege of drinking from a running stream rather than a stagnant pool."

Therefore, the agriculture teacher will give a portion of his summer time to collegiate study and professional conferences in order that his contribution in his school and community will continue to advance the cause of education to which he is devoted.

Education of the right kind directs people along the right way. The only way for this type of education to be made available to the boys and girls of Mississippi is through the consecrated and devoted services of a prepared teacher who is always alert to improve himself in order that his students may advance and his profession be honored. □

Themes for Volume 26

Volume Twenty-six of the Magazine will continue the policy of featuring a major theme in each issue. Themes are announced at this time to serve as a guide to the preparation of articles for issues beginning in July and to encourage your contribution of stories and pictures. Also, we hope that you will find in the list a number of topics to which you as readers can look forward with anticipation of worthwhile issues to come.

Suggestions are included under each theme of a few of the ideas or approaches which might be of concern to contributors and readers alike. The themes are broad in their scope of the program in agricultural education. They are proposed in this form intentionally to provide wide latitude to the contributor in choosing his subject or problem about which to write. This is not meant to imply that articles unrelated to a theme will be unacceptable. The major consideration in the acceptance of any article is the potential interest value it has for the readers of the Magazine.

Don't overlook the fact that copy must be submitted three months in advance of the publication date.

The Themes

July—Growth in the Program of Vocational Agriculture.

- Establishing new departments
- Increasing the effectiveness of local programs.
- Relationships with other agricultural programs.
- Relationships with other educational programs.
- Using time effectively.
- Starting a new department.
- Selecting pupils for vocational agriculture.
- Opportunities for expansion.

(Continued on Page 276)

Use of time during the summer months

LEO L. KNUIT, Teacher Education, Montana State College

EIGHT western states cooperated in a study of the Use of Time by Teachers of Vocational Agriculture during the 1952 summer months. The states cooperating were Arizona, California, Idaho, Montana, Nevada, New Mexico, and Washington. A similar study was carried out in Oregon. This study includes reports from 377 teachers for 458 weeks of their summer work. Some values in this study are:

1. To assist teachers in making better use of their time.
2. To assist teachers to better plan their summer programs of work.
3. To secure information on practices in several states.
4. To determine the amount of time devoted by teachers to each phase of their summer program.

The programs of work of teachers during the summer months are more variable than during the school year. School administrators and lay people commonly associate the work of teachers with the regular school term. Agricultural teachers are frequently confronted with the question of what they do during the summer months. Summer time has been considered the best opportunity for on-the-farm instruction. Local people want concrete evidence of the effectiveness of the summer work rather than statements of opinion.

One important evidence of the lack of a fair and intelligent appraisal of teachers' summer work is that many teachers of Agriculture are paid for 11 rather than 12 months. Many teachers are paid less during the summertime than during the regular school term.

How Time Was Spent

Teachers of Agriculture reported an average work-week of 50 hours during the summer months. The average work-week by states was: Arizona, 52.31; California, 47.50; Idaho, 50.02; Montana, 52.92; Nevada, 59.16; New Mexico, 55.98; Utah, 50.62; and Washington, 50.80.

Teachers utilized their time as follows:

High School Class Activities.....	35%
Department Improvement	20%
Program Planning and Reports.....	10%
Public Relations and Community Service	10%
Young Farmer and Adult Farmer Programs	7%
Professional Improvement	6%
School Farms and Test Plots.....	4%
Pre-enrollment Activities	4%
Miscellaneous Activities	4%
	100%

Supervision Ranks First

Supervising the farming programs of students is considered the most important summer activity of teachers of Agriculture. Teachers devoted an average of 9.08 hours per week, or 17.96% of their time in supervising the farming programs of high school Vo-Ag students. The range in hours by states was 5.9 to 15.09 hours. Teachers devoted about one-fifth of their time to supervising high school students farming programs. See Table I. Amounts of time reported by states in supervising high school students farming programs were: Arizona, 5.98 hours; California, 5.9 hours; Idaho, 10.57 hours; Montana, 8.53 hours;

Nevada, 8.6 hours; New Mexico, 13.65 hours; Utah, 15.09 hours; and Washington, 6.85 hours.

Fair Activities were a major time consuming activity averaging 4.17 hours or 8.24% of teacher time. Reports by states on Fair Activities showed: Arizona, .04 hours; California, 6.4 hours; Idaho, 3.66 hours; Montana, 4.35 hours; Nevada, .46 hours; New Mexico, 2.5 hours; Utah, 2.91 hours, and Washington, 4.85 hours.

Time Spent with Out-of-School Pupils

Time devoted to Young Farmer Programs was relatively small, averaging 2.22 hours or 4.39% of teacher time. Reports by states on time devoted to Young Farmer Programs were: Arizona, 2.5 hours; California, 1.3 hours; Idaho, .21 hours; Montana, .34 hours; Nevada 6.95 hours; New Mexico, none; Utah, 4.99 hours; and Washington, .96 hours. These averages are low in part because many of the teachers studied had no Young Farmer Program.

Time devoted to Adult Farmer Programs was about half that devoted to Young Farmer Groups. Adult Farmer Activities averaged 1.06 hours or 2.09% with a range between states from zero to 6.24%. Time devoted per week to Adult activities by states was: Arizona, .06 hours; California, .8 hours; Idaho, .23 hours; Montana, .48 hours; Nevada, 1.25 hours; New Mexico, none; Utah, 1.77 hours; and Washington, 3.77 hours.

Department Planning

Department Improvement occupied a major portion of Vo-Ag teacher time during the summer months. This activity included ordering supplies, securing reference material and building and repairing equipment. Reports by states on per cent of time devoted to Department Improvement were: Arizona, 26.9%; California, 15.49%; Idaho, 14.41%; Montana, 27.04%; Nevada, 18.5%; New Mexico, 16.84%; Utah, 14.65%; and Washington, 18.26%.

Teachers devoted about one-tenth of their summer time to Program and Course Planning and Reports. The amount of time devoted to reports was relatively insignificant, averaging .74 hours per week.

About one-tenth of teacher time was devoted to Public Relations and Community Service activities. Community Service activities average 1.66 hours and Public Relations average 3.66 hours per week.

Professional Improvement activities of teachers during the summer months averaged 3.16 hours or 6.25% of teacher time. This activity included attendance of summer school and in professional meetings. Reports by states were: Arizona, 8.8%; California, 3.25%; Idaho, 13.88%; Montana, 4%; Nevada, 21.31%; New Mexico, 5.8%; Utah, 4.44%; and Washington, 6.16%.

Pre-enrollment activities of Agricultural teachers which included contacts with Eighth Grade graduates averaged 1.9 hours or 3.76% of teacher time.

Activities with school farms and test plots averaged 1.93 hours or 3.82% of teacher time.

(Continued on Page 277)

TABLE I

Weekly Use of Time by 377 Vo-Ag Teachers During 1952 Summer Months in 8 Western States Showing Average Hours and Percent of Time for All Teachers.

Activities with	Ave. Hours For All Teachers	% of Time For All Teachers
Supervisory Visits	9.08	17.96
Project Tours .....	.20	.40
FFA Meetings .....	.73	1.45
FFA Crop Projects .....	.75	1.48
FFA Livestock Projects	1.32	2.60
Fair Activities	4.17	8.24
Summer Trips .....	.80	1.58
Other High School activities .....	.93	1.84
Young Farmer Classes	2.22	4.39
Adult Farmer Classes	1.06	2.09
School Farms & Test Plots.....	1.93	3.82
Pre-Enrollment H. S. Classes	1.90	3.76
Department Improvement	9.14	18.08
Program Planning & Reports	5.65	11.17
Professional Improvement	3.16	6.25
Community Service Activities	1.66	3.29
Public Relations	3.66	7.24
Advisory Councils .....	.23	.46
Other	1.98	3.91
Totals	50.57	100.00%

More time for my summer program

P. A. NORRIS, Vo-Ag Instructor, Benton, Mississippi



P. A. Norris

THIS business of conducting a summer program in vocational agriculture has become so complex that it is impossible in many instances for one man, or even two men, to perform all the duties required of him. There is a demand for time greater than the man can give and the program is broadening in this growing agriculture.

The vocational agriculture teacher is continuously faced with the problem of making decisions as to how he can spend his time in summer most effectively.

On-farm Supervision

The supervision of all-day, young farmers and adult groups is, in most cases and probably should be, the number one time-consumer in the summer. Although we agree this phase is important there is a human limitation to the amount of supervision that can be done. Many educators in Agricultural Education state that probably an average of three visits to each all-day student should be the minimum number of visits during the summer. It is also accepted that at least one visit to each adult after his last class and before his next is desirable. Teachers with large enrollments and large school districts cannot meet the minimum standard, much less think of carrying on their other activities. By following this criterion, in my case, it would mean that I would have to make an average of over one hundred and fifty-five visits per month.

Vocational agriculture teachers are encouraged to attend annual district and state teachers' conferences. In Mississippi, for instance, teachers are expected to attend these conferences or required to attend summer school at more frequent intervals. Most of these confer-

ences are held in the summer which means that the teacher has to be away from the community.

Summer FFA Program

Due to its expansion, the Future Farmers of America Program, is requiring more of the teacher's time during the summer. The state conventions are held in the summer in many states and require three or more days absence from the community each summer. Summer camps and summer tours with Chapter members have a place in many departments. When this is practiced, a week or more of time is usually spent. The national contests engaged in, such as: dairy judging, livestock judging, poultry judging, meats judging, public speaking, and Chapter contests, require the teacher's time in summer. The Future Farmer Foundation, Inc., contests in farm mechanics, rural electrification, star dairy farmer, soil and water management, and farm safety are concluded in many states during the summer months. Probably no Chapter should enter all these contests, but if only a few are taken up by the Chapter, considerable time is consumed. Summer meetings in FFA are a very effective way of maintaining interest and make the work more effective in the Future Farmers of America organization. Whether there be one, two, three or more, time is used in planning and seeing that these meetings are effective. A teacher with a very active FFA Chapter could very well spend a greater portion of the summer carrying out and developing the twelve aims and purposes of FFA.

Reporting and Planning

Reports are necessary for any successful organization. It is realized that reports must be made even though they are consumers of the teacher's precious time. One of the greatest consumers of time



A Summer Activity—Farmers of Benton School District observe the tractor dealers of their area demonstrate their equipment at a Farm Machinery Field Day. Central meetings such as this help the teacher solve his time problem and make possible the scheduling of special events.

in report making is gathering and tabulating data in order to make an accurate and honest report.

It is an established fact that the teacher who does not plan does very little effective teaching. Both long-time planning and curriculum planning are essential for the development of a good vocational agriculture program. Many teachers make and revise these plans during the summer months.

A vacation is due the teacher just as much as is his monthly pay check. An agriculture teacher owes it to himself and to his family to take a vacation. It is agreed that the teacher is thought of just as much if he takes time off for a little vacation. The average length of the summer vacation of vocational agriculture teachers is approximately two weeks.

In our age, conditions are changing, methods are being outmoded, new demands present themselves. Therefore, methods and subject matter for teaching must change to meet the needs of these changing times. To meet the demands of these changing times, the teacher must attend summer school, read professional books, magazines and newspapers, join professional organizations, attend state and national conventions, visit other departments, attend teacher training meetings, travel, etc. Many states require the vocational agriculture teacher to attend summer school. Mississippi requires the vocational agriculture teacher holding the B.S. degree to earn three semester hours each summer or

(Continued on Page 274)



Presentation of keys to a new pick-up truck to Benton FFA Chapter climaxed a summer meeting of parents and sons.



A Summer Activity—The Benton poultry judging team is given final instructions by their teacher before entering the state contest.

Using the summer period to prepare for a new school year

HAROLD E. PENWELL, Vo-Ag Instructor, Farragut, Iowa



Harold E. Penwell

USING the summer period to prepare for the new school year is one of the most important tools a vocational agricultural teacher has at his disposal. This is said because of experience gained in teaching general subjects in high school and from six years as a teacher

of vocational agriculture.

Perhaps you might ask the question, "What is the difference between teaching general subjects and vocational subjects as to preparation?" The difference lies in the fact that the vocational agricultural program is a program built on the needs of the community as a whole. The planning of a vocational program is done in cooperation with various people in the community while a teacher of other subjects is bound by a set curriculum more or less confined to textbook material.

Advance Planning Needed

To use the summer period to prepare for a new school year, one must do his planning well in advance of the time school is out in the spring. This so-called planning is not just the work of the teacher sitting down and going over various topics or subjects to be covered the following year; rather it is getting together with the people of the community and finding out what the needs of the community are, their advice on pertinent matters, and then making individual contacts with people of the community. In fact, this "feeler" or fact-finding approach should be used all year preceding a new school term.

By using the above methods of getting information concerning the needs of the community, the vocational agricultural instructor is armed with a world of ideas that he can incorporate into the programs for the new year and he can formulate plans accordingly.

Make an Inventory

The big question is how to use the summer to make plans for the new year. Here are some ideas on how to use this available time. At the end of the present term, the first big job is to get the vocational agricultural inventory up to date. Naturally, one must have a complete inventory, one which includes all of the equipment in the shop; its value and source; a complete list of books; their title, author and publisher; and a complete list of bulletins and reference material as well as an FFA inventory. How does this inventory help in preparing for the new year? It gives the teacher a guide to sources of teaching material, helps him in adding new equip-

ment, books and references, and helps in discarding old or obsolete items.

Prior to the end of a term, plans should have been made for the next high school, adult, or young farmer program, as the case may be. Then the instructor can use the summer period to draw up a program of work for each group. During the summer months the teacher has time to go over the available teaching material, and to select and order films to be used in the new year for each group. He has time to make lesson plans and to set up a calendar for the new term, taking into consideration the over-all school program. This is possible only where the school makes up the all-school program before the end of the previous term for the new year. Many schools perhaps do not do this, but if it is done the agricultural teacher can go ahead with his plans and feel assured that his work will not be wasted. Some schools use this plan and know that they can go ahead with departmental plans and that they will be workable in the new year.

Bring Reference Material Up-to-Date

At the end of the school term you should go through the files and eliminate old or dead material. Bring them up to date. This gives the teacher an opportunity to add new divisions, ones which he has found necessary during the school year. A workable and up to date file helps the teacher prepare for the coming year because he has necessary information and data at his finger tips, which he otherwise would not have if his department files were incomplete, inaccurate or filled with material which he could never use. A job such as this is a good "rainy day" job early in the summer when it is not possible to get out in the country for supervision work.

The library plays an important part in preparing for the new school year. One should have a well organized and up-to-date library of reference books, bulletins, and pamphlets on all phases of vocational agriculture. A well organized library is necessary to the teacher as well as the students for use in their work. Some make it a practice to go over the library at the end of each school term and check for old material and to add new material which has been accumulated. Keep a guide sheet for every piece of reference material in the bulletin file and an inventory of all books in the library.

Recruiting Pupils

There is a wide variation of ideas as to when a vocational agricultural instructor will contact prospective students for the new year, and quite possible, they are all good. In many schools where the junior high school furnishes most or all of the freshmen students, the problem of contact is not so difficult. The Vo-Ag instructor has many associations with

these boys in the over-all school program that he would not have where the boys are to come into high school from country schools. We have a cross section of both, boys from our junior high and boys from country schools and it presents a problem in getting these boys together. We make every attempt to bring these boys together at one of the FFA meetings before the school term ends and then the Chapter invites them to a summer meeting. During the latter part of July and the early part of August the teacher should visit the farms of these boys and explain the program to the boys and their parents. If the parents are not busy with some pressing work it is possible to spend as much as two hours discussing the vocational agricultural program with them. In most cases the parents are vitally interested in what the schools are doing and especially what the school will do for their son. Parents are interested in what courses their son will take in school and what those courses will do for him in the future. Naturally there are exceptions to the above situation but for the most part the parents are interested. The time spent in visiting homes of freshmen boys is one of the most important steps in preparing for the new year for the teacher will have the parents behind the program.

To summarize, let us say that for the vo-ag instructor to use his summers to prepare for the new year he must plan ahead in order to be able to use this time efficiently and effectively. □

Our Cover Pictures

Illustrated on the Cover Page are activities of teachers in vocational agriculture which are appropriate in a well rounded program of Summer work. School does not need to be in session for the teacher to carry on instructional and planning activities with individual pupils and groups such as those illustrated.

Shown in the pictures beginning with the upper right and continuing clockwise, are—F. O. Beach, Vo-Ag instructor, Casa Grande, Arizona, on a farm supervision visit to the home of an all-day pupil. Next we find Mr. Beach working with his advanced all-day class on the FFA Chapter sprayer in the school shop.

The picture, bottom, left, shows Mr. Beach demonstrating the use of the farm level. There is no one best time of year for such an activity unless it be when the problem is most real.

The remaining picture, upper left, shows W. F. Hendrix, instructor in the Vo-Ag department at Tucson, Arizona, assisting one of the FFA Chapter committees. Perhaps plans are being made for one of the summer activities of the Chapter. □

I like to see a man proud of the place in which he lives; I like to see a man live so that his place will be proud of him.
—Abraham Lincoln

In-service training— an answer to better teaching

ELVIN DOWNS, Assistant Director, Agricultural Education, Utah



Elvin Downs

ONE of the answers to better teaching in vocational agriculture is an alert, currently well informed teacher. Teacher training institutions have done a creditable job in preparing teachers in the field of vocational agricultural education, but too frequently the teacher has become a "forgotten man" once he established himself in a high school center and set about quietly to meet his assignment. In Utah and other states where teacher tenure is 8 to 10 years, it has become plainly evident that some type of in-service teacher-training must be provided.

Some Problems Involved

In-service training has been offered to vocational agriculture teachers for many years by teacher training institutions in the form of short courses, summer sessions, and other on-campus arrangements. It is regrettable that so few teachers have taken advantage of these types of in-service training. What is the reason for such poor enrollments in these courses? We need only examine the one hundred and one jobs to be done by the teacher to discover that there may not be sufficient time. The press on the busy teacher, by local, area, and state activities with Future Farmers and young farmers has already taken the teacher out of his community a great number of days during the year. School administrators have, in some cases, been reluctant to approve teachers leaving the district for even short courses at our teacher training institutions, to say nothing of a 3 to 6 week summer session. Many teachers have found it financially impossible to pay their way for such a program of in-service training, particularly those with families.

What Is the Answer?

If teachers, for reasons stated above or others not mentioned, find it impossible to attend the teacher training institution for in-service up-grading, we must take the service to them.

During December of the past year, seven four-hour workshops were held in centers over the state of Utah on the subject of farm electricity. All teachers except two in the state attended one of the workshops and participated in the varied activities. The program was carefully planned and conducted by Albert Smith, Research Director in Rural Electrification, Utah State Agricultural College, Logan, Utah. The following schedule used in this particular workshop illustrates how much can be

accomplished in a short period of time—

4:30-5:30—Showed films: "Principles of Electricity" and "Welding on the Farm."

5:30-6:00—Discussion of electrical terms and their significance in farm wiring.

6:00-6:30—Lunch.

6:30-8:00—Demonstrations of farm wiring systems. Consideration given to wire size, length of wire, low voltage, amperage, fuses, 110 circuit, 220 circuits, safety precautions, up-to-date wiring suggestions.

8:00-9:00—Teachers made splices, soldered wiring, tested for over-load and generally discussed material covered during session.

At the close of the session the following materials were given out:

1. Four bulletins on farm wiring.
2. List of films on farm electricity.
3. Suggested demonstrations in teaching a unit in farm electricity.

The Values

This type of in-service training offers much to the busy teacher. It is a means of keeping him currently informed on subjects in which he feels poorly pre-



Albert Smith, Rural Electrification Research Director in Utah, demonstrates principles of electricity to Vo-Ag teachers at regional workshop.

pared. In summarizing the values of this type of program we can point to the following—

1. Little, if any, expense to the teacher.
2. All teachers can attend short courses of this kind.
3. It does not interfere with the daily activities of the teacher.
4. Frequent teacher association and exchange of ideas aids in better teaching.
5. Seasonal sequence can be observed in planning such short, current, interesting topics.

With an ever changing agriculture it is well that we think of this and other means of keeping vocational agriculture teachers currently well informed on the problems of the day. □

To err, sometimes is natural—to rectify that error, is always glory.—George Washington

The how of the thing

The Ag teachers Conference we're anticipating,

To improve our Ag work and subjects relating,

To work out a program and give it the "zing,"

But what we want most is the *how* of the thing.

We speak in abstractions and theorize aptness,

Develop our plans and make them less hapless,

We change them, rewrite them, to give them true ring,

But what we want most is the *how* of the thing.

We listen to members, their yarns long and pointed.

Then take up our topics, each one double-jointed.

We roll up our sleeves and turn off the steam.

What we want most is the *how* of the thing.

Each gives his idea, the tension is mounting,

Turn out the problem, results never doubting.

Check it again! Its weak spots we 'ding.'

Now what we want most is the *how* of the thing.

Out of committee to make the report, We hear it, discuss it and tear it apart.

Progress is slow, retorts start to sting. What we want most is the *how* of the thing.

Bring us some stuff we can sink our teeth in.

Back to the committee, start over again. Dilute the thick stuff, spread it more thin.

What we want most is the *how* of the thing.

Away with the fringes, keep what we can use.

Make the jobs shorter, there's no time to lose.

Back to report it, this problem we bring. What we want most is the *how* of the thing.

Report is completed, the battle was long. We thought it was good, but something went wrong.

What was the matter? Together we sing,

"What we want most is the *how* of the thing."

The long summer conference is come to an end.

We're up on our work, and caught the right trend.

We worked, swore, played poker, the BULL we did sling.

Now, all that we'll use is the "*how* of the thing."

RUSSELL H. ALLEN
Vo-Ag instructor
Kirtland, New Mexico

Television is a natural for the Vo-Ag program

BIRON E. DECKER, Adviser, Agricultural Education,
Erie County, Pennsylvania



Biron E. Decker

Pennsylvania. This has been a regular program since April, 1952, and programs have appeared periodically for over a year. The Future Farmers of America and the Young Farmers of America representing Erie County, Crawford County and Warren County, Pennsylvania have been on the air and they intend to remain as long as the TV program manager on WICU wants them to be guests of the station.

Started as Another Cooperative Effort

The right way to tell a story is to tell the truth. Truthfully, we found that the simplest way to make progress in the field of agricultural education was to join hands and do everything we could to help each other in our effort to succeed. Northwestern Pennsylvania organized a Livestock Association. The purpose was to develop greater interest in the livestock industry. The whole thing originated through the dreams of Dr. E. L. Nixon who is Agricultural Adviser of the Pennsylvania Chain Store Council. He and the Managing Director of the Pennsylvania Chain Store Council, Mr. Loyal D. Odhner, met with three County Vocational Education Advisers—D. L. Crum of Crawford County, T. R. Sponsler of Warren County and the author. We all agreed to organize a livestock Association and to include representatives from every possible agricultural enterprise and related business enterprises necessary to complete the cooperative program. Specifically, we included the Home Owned Food Stores of Erie County whose manager is Albert P. Vicks. This gave us many business men, educators and, above all else, we had the "brains" all organized on the side of the Livestock Association. It is necessary to point out specifically that directors representing the FFA and the YFA were included among the directors.

Advertising was necessary. Money was necessary. We had the money because the bankers were included as directors and as members. In fact, there were 22 cooperating banks. One banker, Mr. Robert L. Brace of the First National Bank of Meadville is now Secretary-Treasurer, handling over \$150,000.00 annually. Later we induced two bankers to serve as Vice-Presidents. Robert Gay of

the First National Bank of Union City, Penna. is now Vice-President. Albert Moon, Supervising Principal of the Cochran High School is President. It is evident that few bets were missed in formulating a cooperative group. It is sufficient to add that the organization functioned perfectly. Enthusiasm ran high and the organization grew so rapidly that the directors found it difficult to keep pace with the business at hand.

Annually a show and auction has been held for the past four years. Professional judges and professional auctioneers were used but none of them charged more than their expenses. Buyers, most of them directors or members of the Association, take care of the bidding. In October, 1952, we sold 287 animals in about four hours. This year for the first time, we added a new department to the organization—a feeder-calf sale operated by the breeder members of the Association. This too was a complete success. Briefly stated, the whole show and auction is operated on the same basis as any other livestock

show with one exception. It is strictly an educational venture operated on a non-profit basis for the organization and the operators are interested in only one thing, namely, to develop the livestock industry. We were surprised to find that we were obliged to add another goal. We needed more good pasture so we joined the Soil Conservation Service and this great venture also is paying great dividends.

You now have a sketch indicating only the skeletal part of the livestock Association. That is another story. We want to explain how we entered the show business as a result of our eagerness to reach our goal and surpass even our fondest dreams. We added television as a means of informing the public.

Queens and Grand Champions

We asked each vocational agriculture department through their FFA to elect a local Livestock Queen. These Queens were judged during the Livestock Show and a Northwestern Pennsylvania Livestock Queen was chosen. This was part of our publicity scheme. The Queen was asked to appear at all big functions by the Pennsylvania Livestock Director and Manager of the Chain Store Council, Mr. Loyal D. Odhner. We used the Queen as our first approach to television. We also took our grand champion steer along and put him on the show. Every-



ERIE COUNTY FFA SETS PATTERN FOR TV PROGRAMS TO DEMONSTRATE ALL TYPES OF AGRICULTURAL ENTERPRISES

Left to right:

Dr. Biron E. Decker, Erie County Vocational Education Supervisor, Producer and M.C. on the FFA telecast programs for one year.

Jeffery I. Payne, Teacher of Vocational Agriculture, Millcreek High School Vocational Agriculture Department. His FFA members demonstrated infra-red brooding of baby chicks on TV March 18. They used live chicks, and all of the latest equipment. The show brought many favorable comments.

Prof. Ralph Canada, Head teacher trainer, Colorado A & M College. Graduate student at the Pennsylvania State College. Visited the studio to view the FFA TV Show and acclaimed it to be highly educational as well as entertaining.

Prof. Norman Hoover, the Pennsylvania State College, Subject Matter Specialist, also visited the program for the purpose of picking up technical information to be used in his teaching.

Prof. James Woodhull, head of teacher training, agricultural education, University of Vermont. He, too, was there to view the FFA telecast for the purpose of securing information which will later help him in his field of work.

Photo: courtesy of Erie Dispatch Station WICU.

body seemed to enjoy the show and the public response was gratifying. This was the beginning.

W.I.C.U. Offered to Sponsor the Show

Mr. Donald Lick, Program Director of the Erie Television Show suggested that we attempt to carry a sustained program of 15 minutes each week. The Livestock Association Directors thought this was a splendid idea and immediately elected the author to serve as their producer and Master of Ceremonies. He discovered that the election eliminated many problems for the Association but his job was just beginning. A series of shows was set up in name only by the directors of the association. The Master of Ceremonies found that he was honored by being allowed to do all of the jobs usually listed on movies after a big show has been projected, i.e., author, producer, director, etc. He accepted the job because that has been the standard procedure for anyone asked to do a job for the Livestock Association. The first show was presented four days later.

Television IS for the Amateurs

There is no great need for professional showmanship on the local program. The best drawing card is the local talent. Great stars have a special talent. The great star has a special act. Having presented his act he is not likely to be asked to appear again until possibly a year later. Many great radio stars have found it impossible to carry on as they have in the past on radio. Amateur talent can be found everywhere. Educational programs are popular as long as the producer can keep the show dressed



A group of Erie County, Pennsylvania, FFA members and their teachers assembled before the TV cameras for a show in which 52 medals won in State Project contests were awarded. Station WICU, Erie, Pa., Channel 12, televises the Vo-Ag show on Thursday of each week at 2:00 p.m. County Adviser Biron E. Decker is Master of Ceremonies for each show. He is the man next to the curtain on the right in the picture.

Photo courtesy of Erie Dispatch Station WICU.

up and lively. The public will soon tire of poorly prepared shows. In instances where local talent is used on the television show, the audience grows each week. Families, friends and all of the relatives are usually asked to go somewhere and see the show. Sometimes the school borrows a receiving set and attaches it to an antenna which the local distributor donated to the school. In a few instances the school owns a TV set.

Livestock Show a Success

The activities of the livestock business were televised regularly each week. Every phase of the program went out

over the air. As the time for the show approached more and more of the participants were asked to go on the air and tell about their part in the program. Not one person refused. During the show and auction, a motion picture was made. This was then taken to the studio and the general public was treated to another show which they could not otherwise enjoy. A parade, nearly one and a half miles long, was used to further advertise the show. Queens, 22 of them, were carried in convertible automobiles, baby beef cattle marched, numerous school bands marched and

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The Edinboro FFA members demonstrating the use of the proper wire size in wiring the farm buildings and the farm home. They used a piece of nichrome wire and draped it with a sheet of paper. The paper burned through and dropped to the table because the resistance was too great. Small wire!

On the demonstration board, the boys have attached two spools of wire. One spool contains 200 feet of No. 12 wire. The other spool contains 200 feet of No. 14 wire. Through the use of volt meters and amp. meters, the boys were able to demonstrate and actually show the readings on the meters. The demonstrations work perfectly on the TV screens. These pictures go as far as Toronto, Canada, into parts of New York State and Ohio as well as sections of N.W. Pennsylvania. Toronto is over 200 miles from the Erie Station, W.I.C.U. Note that the boys have toasters, smoothing irons as well as other household gadgets on the table. They used a 1/4 h.p. motor which the No. 14 wire would not start. When they went to the No. 12 wire, it was impossible to stall the motor. They also used No. 18 wire. This was shown to be hopeless—absolutely too small and actually a fire hazard.

Erie County FFA members demonstrate many electrical subjects through the use of their eight demonstration boards which were constructed as a result of a series of professional meetings arranged by the Department of Agricultural Education cooperating with the Department of Agricultural Engineering of the Pennsylvania State College. Now the Erie County FFA departments use these demonstration boards in their regular shop programs. They have demonstrated many phases of electricity on their 45 television shows.

This picture shows the location of the TV camera on WICU, Erie, Pa., Channel 12. Left to right: Joseph C. Ondrey, Teacher of Agriculture, Edinboro High School. His boys demonstrated "Proper wire size in wiring the farm buildings, including the home." Dr. Biron E. Decker, master of ceremonies and producer of the FFA shows. This picture shows how the show is introduced and closed. In this particular picture, the M.C. is closing the show and using up a few minutes of time, telling the public about some of the meters, etc., that the boys used. The teacher is happy in knowing that his boys have done an excellent job.

Photos courtesy of Erie Dispatch Station WICU.



More Time - - -

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attend the Annual Vocational Teachers Conference each year and earn three semester hours during a two-year period. A teacher with a Master's degree can renew his license by attending the annual Vocational Teachers Conference each year and earn three semester hours of credit during a four-year period or earn three semester hours of credit during a two-year period.

Public Relations Activities

A good teacher has an active public relations program. The teacher cannot expect the public to cooperate with him fully if he does not keep them informed of his program and its achievements. Summer activities in public relations may include such activities as writing news stories for county and state publications, magazines and FFA publications; radio talks; pictures; talks before civic clubs, farm organizations and church groups; personal conversations; correspondence; exhibits, tours and open house when scheduling events at school. All of these activities require time.

The vocational agriculture teacher is called upon to take an active part in farm organizations, serve as chairman of polio drives, serve as an officer of clubs and churches, and teach Sunday School classes. These are desirable and the teacher should be of service in such activities but he can load himself down with these activities in a very short time.

Part of the summer is spent rearranging teaching materials, ordering supplies, discarding out-of-date references and teaching material. The teacher also needs to spend time improving his department.

Where sufficient time is allocated to do these jobs, it is found that there is not enough time available; therefore, the real problem is one of managing time. Good management always involves planning. In planning, the teacher should set his values on the activities of the summer program of work and let this be his guide in determining the activities he engages in.

Some Suggestions

In order for a teacher to carry out an effective summer program, the following suggestions are given: (1) In schools with large enrollments the addition of another vocational agriculture teacher or teachers would help to get the job done in the summer and would also increase the effectiveness of the whole vocational agriculture program.

(2) In schools with large all-day class enrollments the elimination of specific minimum requirements for instruction for out-of-town groups in some cases, and the reduction of requirements in number of out-of-school groups taught in others, would help solve our time problem. With our modern methods of transportation, most out-of-school groups that attend community meetings are willing to and will travel to the local high school to attend these meetings. By reducing the number of centers to probably one, most of these meetings could be held in the regular vocational agriculture department. In this way all

the modern facilities of the department would be available for teaching. With modern lunchrooms in many of our schools now, it is possible to arrange for a meal at cost. This is certainly conducive to good attendance and seems to add a feeling of community fellowship. For over two years now, at the Benton School, I have had a central meeting place at the local high school open to all the farmers in the school district, including the ones that are members of the small community groups. The attendance has averaged well over eighty farmers, which is larger than the total number attending all other centers. By having these central meetings, the time required of the vocational agriculture teacher is cut considerably. In addition to the time saved by this central meeting, the program, in my opinion, has been more effective. The program has been of such nature that a greater variety of specialists have been used. This is the only way that the use of specialists in other fields can be obtained.

(3) Visit students when they need it. Messrs. Phipps and Cook¹ say the need for home visits may be reduced by use of the following techniques:

- A. Teaching in the classroom regarding problems which develop in the boy's farming program.
- B. Teaching in a way that will motivate interest, thought, understanding, self-reliance and initiative. A teacher's objective should be to teach in a way that will make each boy increasingly able to solve his own problems and increasingly less dependent on him.
- C. Group visits.
- D. Individual conferences.
- E. Tours.
- F. Complete preparation of farming program plans with specific information on how to perform each job.

(4) Do not spend too much time giving personal service to the same individual and guard against serving too much in work not related directly to the job. (5) Make reports as they become due. Late reports are hard to make. A simple form for the students to fill out relative to information needed on reports can save the teacher considerable time and will aid in making a more accurate report. (6) Some teachers spend entirely too much time performing FFA activities that can be effectively done by FFA members. By delegating responsibility to the boy, we are helping develop him, which is one of our big objectives. Many times when we delegate this authority to the boy it removes all doubt that the program is the boy's rather than the teacher's. We are in accord with the philosophy that we want the out-of-school members to feel free to act and to feel the meetings are theirs. Yet, when a job to be done presents itself, we go ahead and do it when it could be done by some out-of-school member or committee much more effectively. We should harness their efforts for a better program.

(7) It is not advisable to attempt to participate in all the FFA contests. To take up the entire FFA program would

¹ Phipps and Cook, "A Handbook on Teaching Vocational Agriculture," Interstate, 1952.

Television - - -

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provided music. This and more was recorded on the movies. This motion picture will circulate in the schools until all of them have seen the show. The newspapers covered the show, the parade and then the television show. The activities of the Livestock Association were fairly well known to the tri-state area and parts of Canada.

It Is Now the Future Farmers of America Show

Since the Livestock Show and Auction, the subsequent activities are likely to be of less interest to the general public for sometime to come. Until next August, 1953, the show will continue under a new name. Actually the Future Farmers of America make up the basic part of the Livestock Association. The Young Farmers Association is included. There is no reason for allowing this opportunity to go unnoticed so we in Erie County have carried on until such time as we can again spend full time on the livestock angle.

School Program Televised

We have a schedule worked out for the twelve schools in our County. Each school has been assigned a date and a specific program for their date. The County Adviser works out a rough sketch of the show and presents it to the agriculture teacher. The teacher and his pupils develop the show and make ready for their first rehearsal. The County Supervisor, who is also Master of Ceremonies for the show, assists with the production. He is familiar with the technique at the station and can eliminate many errors or suggest things to do that will enliven the show. Thus far, in more than 35 shows, not a single vocational agriculture student has failed to measure up admirably as a showman. These boys do their part well and they enjoy it.

A Sample Program

On November 20, 1952, The Union City FFA Chapter was scheduled to present a 15 minute show. Here is what happened: Twenty-eight boys were taken to the studio. They were seated in a semi-circle for convenient operation of

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leave no time for teaching vocational agriculture. Mark Nichols, State Director, Utah, states that it is suggested that no teacher coach more than two judging teams for a state contest, nor spend more than twenty hours with each team after it is chosen and enter no more than two candidates for FFA Foundation awards other than public speaker and star state farmer.² (8) Summer planning is one of the best time savers for the vocational agriculture teacher. Planning not only saves time but it gives the teacher a feeling of mental security. He will be assured that he has weighed all his duties and has made his plans accordingly. □

² Nichols, Mark, "Help! This Teacher Overload Is Killing Me," Agricultural Education Magazine, Vol. 23, No. 3, September, 1950—PP. 68, 69, 71.

Making on-farm visits more effective

C. A. CROMER, Assistant Supervisor, Kearney, Nebraska



C. A. Cromer

MMUCH has been written about ways of making the on-farm supervision phase of the vocational agriculture program more effective. In general, the method followed depends upon the individual vocational agriculture teacher and his ability to or-

ganize his own program.

At the risk of introducing another form and more paper work, I wish to describe a chart which has been developed and used by a number of vocational agriculture teachers in central Nebraska. They feel it has merits which greatly assist a teacher of vocational agriculture with his on-farm phase of the program.

The form was developed on the inside of a regular manila file folder. Enough lines were added to provide a space for every in-school boy. The names are arranged alphabetically by classes in a vertical column along the left-hand edge. A column is provided for each month, starting with the first month of the fiscal year rather than with that of the school calendar. This arrangement places an emphasis on beginning the year with summer supervision, rather than using it as a follow-up at the end of the year when some students may be dropping from the vocational agriculture rolls.

The form is completed, using ink and pencil entries. The numbers under each month, if written in ink, indicate the date of that month when a visit was made to a student's farm. In the event that more than one visit was made during a particular month, accumulation could easily be shown by pencil markings. At the end of each month the vocational agriculture instructor can readily run a quick total on the number of visits made that month and make a comparison with his previous average.

In addition to an accurate record of past visits, this chart provides an efficient system of scheduling future visits in advance. Some instructors say the best time to set the date of the next farm visit is while on that student's farm. The next time a student will be needing assistance can be determined at that time and that date can be written in pencil under the month in which it falls. Other instructors say that many students express a need for on-farm supervision during conference periods and before and after class sessions. These could be scheduled in the same manner.

One teacher keeps his visit schedule posted on the classroom bulletin board. Whenever a student comes to him with a problem about the home project pro-

gram, the student is directed to select the date when he desires the visit and write it in in pencil on the visit schedule. This relieves the instructor's overtaxed mind for other details for which an organized record has not been provided.

There is one item for which our chart makes no provision and that is the number of miles driven. In most cases, however, a school board requires a monthly travel total for board action which would not have any bearing on a form designed to make farm visits more timely and effective.

The other side of the visit folder may be designed to fit an instructor's particular needs and desires. The one I am using contains a breakdown of the students' farming programs. Some instructors leave a column for remarks or other details which they are particularly interested in checking. Some instructors keep the students' farming programs on a separate sheet. It is very easy to select the sheets of the students to be visited and slip them into the visit folder before making the visit.

In one case, an instructor desired to leave the entire right side open for notes on the recommendations which were made while on a visit. The majority of teachers feel that a teacher's recommendations should appear in the space provided for that purpose in the student's project record book.

It is generally agreed among teachers of vocational agriculture that we are all guilty of trusting too many details to memory. If we can organize and systematize our work whenever the opportunity presents itself, we can be sure to find fewer details which have been overlooked. □

Television - - -

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the TV camera. The camera must not be required to black out too frequently. The characters must be seated closely. The FFA officers were seated in a "V" shape in the center and front of the semi-circle of members. This placed the officers close together partially facing each other and the camera. They opened the FFA meeting using the official ceremony and they closed it using the official closing ceremony. For their business session they had some real lively business which was conducted using the proper parliamentary procedure. Their local banker was about to contribute two pure bred Aberdeen Angus heifers valued at \$200.00 each. The banker appeared on the stage as soon as the boys had selected the FFA member who should accept the heifers. The two heifers were brought into the studio right into the middle of the show and the presentation took place. The Supervising Principal of the High School and the Teacher of Agriculture each spoke and the boy who received the heifers made

a brief speech of thanks. He promised to give two pure bred heifer calves to the next FFA member selected by the Chapter. This chain procedure will insure a baby beef program within the Chapter.

Other Programs

A great variety of programs are used. Demonstrations using the electric panel board have been presented. Meat cutting demonstrations are popular. Young farmers tell how they grew into farming. Barn ventilation has been discussed and demonstrated. In the near future a cow will be milked in the studio both by hand and by using a milking machine. This program comes as a request from city people who do not understand how a machine can milk a cow. We must demonstrate every possible type of agricultural work. Many animals are taken into the studio. There is practically no limit to the things that can be accomplished. The studio staff and the owners enjoy working with the boys. Everybody is so patient and helpful. It seems as though the studio staff, including the engineers, get as much entertainment and education from the program as anyone else. They never know what to expect next because they have never seen a rehearsal of one of these programs.

We always have the Supervising Principal of the school which puts on the Show introduce the Vocational Agriculture teacher. The Agriculture teacher in turn introduces his boys. This is our standard routine. This denotes official school backing for the show. We want the teacher to participate as much as possible but the Studio officials insist upon having one person assume all responsibility for getting the Show on the air and to "sign off" the program. This eliminates much work for the Studio help. They usually are short on help. We also get better cooperation and a better Show because experience is of great help in getting the results desired. Since all Shows are moderated by the author, he is accepted in the Studio as the one who knows best what is needed for any particular presentation. Anyone can do it but that "One" must be on the job. In this business minutes mean exactly that. Procrastination—never!

We believe that this is one of the very first sustained programs on the television program. Many have appeared periodically but we know of none that have accepted a regular place on a daily program. Yes, some imagination is essential but it really takes more work. The values received are too great to measure. It does stimulate everybody concerned. It helps with the whole FFA program. □

I expect to pass through this life but once. If, therefore, there be any kindness I can show or any good thing I can do to my fellow beings, let me do it now. Let me not defer it or neglect it, for I shall not pass this way again.
—Courtenay

PLAN your summer program

ROSS W. WATTS, Vo-Ag Instructor, Jersey Shore, Pa.



Ross W. Watts

HOW important is the summer program to you? Do you use it to get the department in shape for the term beginning in the fall, to get new students enrolled in your department, to get farming programs built up to the point where you can do your best piece of work with

the farms represented, to get parents and others solidly behind your program, to help with problems on the farm and farming community, to broaden your professional training, to do some of the things which you did not have a chance to do before the summer sneaked up on you, and to get in a little fun and relaxation during the vacation period? If you do not at the present time get these things done in a satisfactory and businesslike manner, then you had better take stock of yourself and your philosophy toward your summer program.

Opportunity for Teaching

One of my favorite statements is that the summer program is the most important part of the program in Vocational Agriculture. It certainly is the most interesting. Summer work requires getting out and being with the boys, young farmers, and adult farmers, where they can talk best, on their home farms. Although the statements above are not intended to take anything away from the classroom phase of the work, many teachers feel this way. Anyone who enjoys teaching agriculture must admit that it is the farm visitation which means the most not only in personal enjoyment, but in opportunity for actual teaching.

The school term in our town is a busy one, and the summer is a welcome change from the hustle and bustle of the various phases of the school program with which one may become directly or indirectly involved. Here a teacher is on his own and he should plan his summer program to make the most of the short summer months which he has at his disposal. Many teachers in the school system have the opportunity to seek non-school employment in summer, but we as teachers of agriculture have a better opportunity, that of staying in the district and doing our job on a full time basis. How can we do our best unless we do a little figuring as to what must be done, and how we are going to do it?

How many of us really go to the bother of setting down an outline of our plans on paper? Do we plan to give the district their money's worth? There is a danger that, unless we budget our summer days carefully, much of our time will be wasted on nonessentials.

Need for Planning

There are some things which make planning important. The farming meth-

ods in any community are always changing. Often we can be of real service to farmers by helping them to meet these changes. The boys themselves are changing; some for the better, some for worse. They often need our guidance, even if it is just a word of encouragement. Programs are also rapidly changing, and for that reason we find our summer visits of great worth in helping boys plan bigger and better farming programs. Finally, we have a need in our community to bring groups of farmers together for technical information.

Although every teacher possibly may have his own set ways of planning his summer program, here are some things which I think would help us all to do a better job. None of them are new, but many of them are often overlooked and, in a very few cases, are even put aside.

The first step toward planning a successful summer program is to make a mental review of the situation. What areas of the program have been neglected? Which should be emphasized

during the summer? What planning must be done before the school bell rings next fall?

Using the situation review as background material, a list of goals which you want to achieve during the summer should then be compiled. These goals should be both ambitious and realistic.

Have a Calendar

After this has been done, the next step is to set up a weekly calendar of the activities which you must complete if you are to meet your goals. One workable system for setting up this calendar is to get all of the permanent activities listed first. The calendar should be set up in such a way that it will be flexible.

The summer, then, is a most important time to the teacher of agriculture. His work should be planned in this manner, and his work in the summer program should be geared to promoting the general feeling in the community that his department in the school and his services are very important aspects of the rural community.

Let's resolve to get going early and make the summer worthwhile to all with whom we come in contact. Let's make the best use of our time. □

Themes - - -

(Continued from Page 267)

July (Continued)

- Starting a new department.
- Selecting pupils for vocational agriculture.
- Opportunities for expansion.

August—School and Community Service through Vocational Agriculture.

- Using Advisory Committees in planning services.
- Demonstrations as a community service.
- Serving the community through fairs and exhibits.
- Cooperative activities as a means of community service.
- Contributions of the vocational agriculture department to the program of the school.
- Community service through Farm Mechanics.
- Community service through the FFA.

September—Improving the Teaching-Learning Process.

- Lesson planning.
- Guiding pupil behavior.
- Effective use of supervised study.
- The field-trip as a teaching procedure.
- Conducting individual instruction.
- Effective use of demonstrations.
- Organization and arrangement of classes and class-rooms.
- Testing for learning outcomes.
- The use of supervised farming programs in teaching.
- Using community resources in teaching.
- Cooperation with the guidance program of the school.

October—Visual and Audio Aids in Teaching.

- The use of charts and graphs.
- Preparation and use of pictures.
- The use of the blackboard.
- Preparation of audio aids.
- The use of audio aids.

Televising programs.

Collection, storage and use of samples.

November—A Quarter-Century of Progress in the FFA.

Anniversary number to feature any phase or topic relating to the FFA program.

December—Working with Out-of-school Groups.

- Planning the program of instruction.
- Methods in teaching out-of-school groups.
- Arranging for and conducting on-farm instruction.
- Organizations for out-of-school groups, local and state.
- Using Advisory Committees in developing programs for out-of-school groups.
- Any phase of the Veterans Training program.

January—Improving Facilities for Vocational Agriculture.

- Farm shop space and its use.
- Organization and arrangement of classrooms.
- Filing systems and their use.
- Buildings, rooms and equipment for vocational agriculture.
- Advantages and disadvantages of separate buildings for vocational agriculture departments.
- Cooperating with other departments in the use of facilities.

February—Improving Professional Status.

- Needs for professional improvement.
- Opportunities and means for professional improvement.
- Tenure of teachers.
- Preparing teachers for vocational agriculture.
- Selection of teachers.
- Teacher retirement.

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Summer activities: A must for an active FFA chapter

GLEN E. SONES, Vo-Ag Instructor, Lumberton, Miss.



Glen E. Sones

"A chain is no stronger than its weakest link." This adage is applicable to FFA programs. An FFA Chapter that has little or no summer activities in its program is usually a weak Chapter. FFA is a continuous annual organization. If you will show me a Chapter

that does not have a summer program, I will show you an inactive Chapter or one that lacks interest. The FFA summer program should be planned in the "Chapter Program of Work" and should be put down in the teacher's program of work. Active members need guidance in carrying out educational and recreational meetings during the summer.

Regular meetings are a *must* for an active organization. That is why an FFA Chapter needs a meeting schedule set up for summer activities. Also, it gives the agriculture teacher more contact with his vocational agriculture boys as a group during the summer in addition to the regular monthly meetings.

The Lumberton FFA summer activities are usually composed of such things as educational trips, camping and fishing, softball and baseball teams, Chapter project tours, and the annual FFA Convention. It takes careful planning of these summer activities to make them materialize into worthwhile experiences.

Last summer twenty-five members of the Lumberton Chapter made an educational trip to Mississippi State College at the time of the State FFA Convention. These boys not only learned what was going on at the State Experimental Station, but also found out how the State FFA Convention was carried on. The boys also saw many interesting things on the way up and coming back.

We usually make one trip to the FFA camp located at Long Beach, Mississippi, on the Gulf Coast. While at this camp we play games of different kinds, go in

swimming, go fishing and usually go to the theater at night. Speaking of fishing, that's one of the things we enjoy most. We hire a fishing boat and go out on a deep sea fishing trip. We feel that we have an FFA camp that is among the best.

Another interesting summer activity is taking a group of boys on a visit to other boys' farming programs. This creates more interest and makes the boys have more pride in their work.

We have one regular meeting a month to take care of any business or to plan for future activities. If these meetings are well planned, you can expect good attendance. By all means, plan to have some refreshments at these meetings—also some good lively games.



The Lumberton, Mississippi FFA Chapter Planning Committee meets with the Vo-Ag teacher to plan summer activities for the Chapter.

FFA boys should be encouraged to enter FFA Contests. This will help the boys in more ways than one. It will take up part of the summer activity time in training these teams.

It can't be emphasized too much that summer activities are a *must* for a strong, active FFA Chapter and should be included in the regular program of activities for the summer.

Remember, Advisers, we have the steering wheel in our hands. Which way are we going? □

Themes—

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February (Continued)

Professional standards and ethics.
Professional advancement.
Membership in professional organizations.

March—Improving Supervised Farming Programs.

Relation of supervised farming programs to establishment in farming.
Placement of pupils for farm experience.
Planning programs with new or prospective pupils.
Relating supervised farming programs to classroom instruction.
Records and reports for supervised farming programs.
Group and school project activities.
The school farm.

April—Administering the Program of Vocational Agriculture.

Relationships with State administration.
Relationships within the school.
Relationships within the community.
Records and reports in vocational agriculture.
Placement of teachers.
Obtaining a teaching position.
The responsibilities of administration.
Administering contests in vocational agriculture.

May—Evaluating Programs in Vocational Agriculture.

Emphasis upon results obtained in any phase of Vocational Agriculture—FFA, all-day classes, out-of-school groups, community activities, etc.
The means of evaluating programs.
Kinds of data and other evidence needed and how to keep and use them in evaluating programs.

Research in Agricultural Education (The list of research studies in progress will be reported).

June—The Summer Program.

Planning programs.
Vacations—when and how to take them.
Individual instruction during the summer.
Relations with school officials during the summer.
Keeping the community informed of summer activities.
Making plans for a new school year.
Recruiting pupils for vocational agriculture classes. □

Use of time during the summer months

(Continued from Page 268)

Programs Vary

This study on Use of Time reveals that the activities of teachers of Agriculture during the summer months are extremely varied. The amount of time devoted to high school, Young Farmer and Adult Farmer groups takes about one-half of the teacher's time or approximately 25 hours per week. For this study, teachers kept an accurate record of their time for one or two weeks of the summer months. School administrators were asked to attest to their time reports. The composite reports of the 377 teachers provides a cross section of the average use of teacher time per week. A study such as this points up the need for teachers to develop a program of work for their summer activities and the need to report their activities to all concerned. □



A group of FFA boys arriving at the Mississippi State Future Farmer Camp at Long Beach, Mississippi.

The superintendent and the summer program

MILO J. PETERSON, Teacher Education, University of Minnesota



Milo J. Peterson

THE summer period provides an agriculture instructor with an unique opportunity. His employment during the summer also provides much of the fuel for criticism. To some observers it appears that the "ag man" is an exception to the rule so far as school teachers are concerned. His summer program is therefore regarded as a sort of paid vacation. Nevertheless, no program of vocational agriculture can fulfill its mission without a year-around program planned and executed as *one* program. A lack of coordination between the program of the academic year and the summer creates misunderstanding and fosters the impression that the "ag man" gets a special consideration during the summer.

In an attempt to learn something of the attitudes of school administrators toward the summer activities of teachers of agriculture a ten-question survey form was developed and circulated to Minnesota superintendents. Of the one hundred and ninety-eight superintendents contacted twenty-three failed to respond. A summary of the one hundred seventy-five responses reveals that there is considerable room for closer working relationships between administrators and agriculture instructors. In this study no effort was made to determine reasons for the responses. The purpose was to obtain the reactions of administrators to the ten questions. This should provide a basis for more intelligent planning by instructors and superintendents alike. The implications for state supervisors and teacher trainers are not only important, but apparent.

Question One

To achieve the objectives of the program, should the agriculture instructor be employed on a 12-month basis? YES: 79% NO: 10% DON'T KNOW: 11%

Comments accompanying the responses indicated considerable sentiment in favor of an eleven-month contract year. Some favored a 12-month contract with more time for professional improvement. For example, "it seems difficult for teachers to continue their graduate work if they are to depend on the two weeks given as vacation. I would favor more time off if they attend summer school." Some doubts were expressed regarding the necessity of a 12-month year for vocational agriculture.

Question Two

Does your agriculture instructor work just as hard during the summer as during the "school year"? YES: 25%

NO: 62% DON'T KNOW: 13%

It is apparent that, in the eyes of administrators, teachers of agriculture have a reduced work load during the summer. Comments ranged from "I don't know that he should, but he is doing a good job" to "No, underlined." One comment reflected considerable thought, "I feel the summer program has merit, but in most instances the lack of a planned program makes it a hit and miss proposition. Farm visits are spotty. The summer activity should be an on-the-farm program." Still another comment contains food for thought: "I have seen eight instructors in action. Fellows like _____, and _____ do terrific work on summer programs. They live out in the fields and on the farms during the summer. Their programs are functional. They have all done graduate work. On the other hand, some of the instructors I have observed closely make the summer a period for their own benefit, for getting their house in order for next year's teaching, a social period in town, and an extended vacation."

Question Three

Is the agriculture instructor effective in strengthening school-community relations in your school area during the summer? YES: 74% NO: 11% DON'T KNOW: 15%

Although a majority of the administrators credited agriculture teachers with making a contribution in this area during the summer there were some interesting reactions. One response suggested the need for improved relationships as indicated by the comment "he tells the community how he would run the school if given the opportunity." In general there seemed to be little enthusiasm for this phase of the summer work of the teacher of agriculture; most comments were noncommittal. "I doubt it," "he could be," "depends on the man, he can be destructive" were typical reactions.

Question Four

Are you kept sufficiently informed of the summer work program of the agriculture department? YES: 50% NO: 47% DON'T KNOW: 3%

The divided response to the fourth question reflects a common administrative problem. No effort is made here to assess responsibility, but the issue is brought sharply into focus. Certainly this is a matter of serious concern to teachers of agriculture and merits thoughtful attention from state supervisors.

Comments relating to this question were enlightening. For example, "he will not write plans, insists that his work is on a large scale. He may take off in the middle of the week to visit grandma. One never knows where to find him!" Other comments were "only on the expense sheet," or "in general yes, but not

in detail. Probably my fault." In any event it is clear that administrators do not feel that they are kept sufficiently informed regarding the summer work program of the agriculture instructor.

Question Five

Is the summer work of the vocational agriculture department worth the cost of travel and salaries? YES: 53% NO: 15% DON'T KNOW 32%.

Although four out of five administrators thought the teacher of agriculture should be employed on a 12-month basis (see question one), only about half thought it was worth it. One-third of the superintendents were undecided, which may give some cause for hope. The responses provide no basis for complacency. The one comment that seemed to summarize the feeling was "this depends entirely on the effectiveness of the program and the man in charge of it."

Question Six

Does your school have an active Future Farmer program, including contacts with parents, during the summer? YES: 78% NO: 13% DON'T KNOW 9%

The comments indicated no strong reaction either for or against this part of a summer program. Typical responses were "not too active," "to some degree," and "FFA meets once a month, but no parent contact."

Question Seven

Does your school provide for adult and/or young farmer education during the summer? YES: 34% NO: 58% DON'T KNOW 8%

Does this proportion satisfy the requirements of effective summer work? No effort is made here to settle this issue, but it is a fair question. The comments accompanying the responses offer some hope for improvement. Several indicated a beginning, "being organized," "to a limited extent," "farm contacts and several meetings . . . varietal trials and spraying," "no classwork, but programs and demonstrations are conducted for their benefit." A significant characteristic of the comments was the complete absence of any opposition to adult and young farmer work during the summer.

Question Eight

Is your agriculture instructor spending sufficient time on professional improvement during the summer? YES: 49% NO: 26% DON'T KNOW: 25%

About half of the administrators are satisfied with the professional improvement program of their teacher of agriculture. Some seemed to think more time should be given to this activity during the summer. Typical comments were "I think they are as well trained as anyone," "our instructor takes extension courses during the winter, but hasn't been to summer school," "probably doesn't give enough time to this," and "I doubt that he planned for it."

Question Nine

Do you and your agriculture instructor cooperatively plan the summer program of work? YES: 47% NO: 51% DON'T KNOW: 2%

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Evaluating adult farmer education in a summer program

WALTER P. SCHROEDER, Teacher Education, Michigan State College



Walter P. Schroeder

ADULT farmers in the Olivet, Michigan community have expressed their opinions on the type and quality of education in vocational agriculture which they like and need during the summer months. For more than ten years adult farmer education in the community has been organized through the department of vocational agriculture. The author was employed six years ago as a second teacher to direct the adult education program. Special teachers, who were farmers, were employed to teach neighborhood classes under the author's supervision. It is proper that the men attending the classes should have an opportunity to express themselves freely on the type and quality of education they have been getting and the type and quality of education they say they need. Special teachers of adult farmer classes, regular teachers and the local school administrators were also interviewed to secure their opinions on the same questions as those presented to the farmer-class members. It is interesting that on most questions there was agreement among farmer-class members, educators and administrators. A three-page interview schedule was used to get the opinion from a carefully sampled group of farmers and all others who were involved in teaching and administering the program. The schedule is available upon request.

What Do Farmers Say They Need?

The farmers indicated that they would like individual instruction at all seasons of the year and almost evenly divided among the four seasons. Twice as many preferred day-time instruction to evening instruction. Group instruction rated high in the summer. The winter season was rated slightly higher than summer

for this activity. The farmers strongly preferred the winter months for class activity.

Farmers like to see what other farmers are doing. This was evidenced by an overwhelming desire for field trips during the summer. The fall season was rated next for this activity. All farmers interviewed indicated they preferred the day-time for field trips.

Some teaching techniques which farmers said would aid them in introducing improved practices were:

1. Choose approved farming practices to be followed at the close of each class session.
2. Provide tours to see what other class members are doing.
3. Provide skill demonstrations on field trips on a seasonal basis.
4. Provide demonstrations on farms.
5. Provide demonstration plots.
6. Buy cooperatively to get supplies needed to carry out improved practices.
7. Use the school shop to aid in introducing improved practices.

Farmers had been visited from one to six times during the summer depending on the need for on-farm instruction. This work was done by the writer. The study indicated that there was little interest shown in having the teacher visit more frequently. Either the men felt that on-farm instruction was being adequately done or they preferred not to be bothered. The former assumption appears to be true because there was strong indication that the farmers wanted individual instruction and at all seasons of the year. The regular teachers working in the program had assumed that insufficient on-farm instruction was being done. The study indicated that this was partly true.

Only about one-third of the farmers indicated that they would like a check-up on results of practices tried on their farms. This is not consistent with the strong evidence that farmers want to establish demonstration plots, study and see the results of the plots and visit

other farmers to see what is happening on their farms. This may indicate a bit of modesty on the part of individuals to show results of their work as compared to the natural curiosity of people to see what the other fellow is doing.

In relating farmers needs to activities in the summer program of adult education there was indication that:

1. The number of on-farm instructional visits could be slightly increased.
2. The quality of on-farm instruction could be improved.
3. More field trips should be arranged.
4. More demonstration plots and demonstrations on farms should be used.
5. More use by groups and individuals should be made of existing demonstration plots and on-farm demonstrations.
6. More materials should be purchased cooperatively.
7. Regular teachers rather than special teachers should do follow-up instruction.
8. Day-time is preferred for individual instruction.
9. More periodic group meetings on seasonal topics should be provided. More meetings on seasonal topics are needed in the evening during the summer.
10. Continue the individual on-farm instruction during the summer at about the level as in the past.
11. Provide more group instruction on the farm during the summer months.

About one-third of the farmers rated the total instructional program as very satisfactory. Two-thirds gave a satisfactory rating. No farmer gave a fair, poor or unsatisfactory rating. We could conclude from the total evaluation by the farmer class members that in general they are satisfied with the summer instructional program, but that a step-up in the group instruction and various types of demonstrations is desired.

What Do the Special Teachers Say Is Needed?

Seven special teachers, who were also farmers, each responsible for a class in his neighborhood, were interviewed using approximately the same schedule as was used with the farmer class members. One part of the schedule was changed by adding a column entitled "mark X before those (practices) with which you

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On-farm instruction dealing with weed control, utilizing school equipment and cooperatively purchased spray material.



A field trip for adult farmers to follow-up instruction on wood preservation and building construction.

Virginia teachers give opinions on annual conference

R. T. MYERS, Graduate Student, Virginia Polytechnic Institute

IS THE EXPENSE of the annual vocational agriculture conference justified in terms of improving teachers of vocational agriculture? In recent years there has been increased discussion between teachers and staff members on the true value and effectiveness of the annual conference in relation to the cost involved. In 1952 the expenses of the annual conference in Virginia were approximately \$22,700.00. These expenses included travel, rooms, meals, and salary for one week for white teachers and supervisors of vocational agriculture in the State. No expenses were included in the total cost figure for teacher trainers and facilities of the teacher training department.

During 1952 a study was made in an attempt to determine the value of the annual vocational agriculture conference to the teachers in the Southwest Virginia Supervisory Area. The study included thirty-one, white, all-day teachers of vocational agriculture distributed throughout the Area. Data for the study were collected from the teachers by personal interviews and from the personal opinions of the teachers gathered through personal discussions with the author at the time of the interviews. Additional information was collected through an analysis of the conference minutes from 1947-1951, inclusive, in an effort to determine the type of programs that had been offered for the teachers of vocational agriculture.

Participation

An analysis of the annual conference minutes revealed that approximately seventy presentations were selected for the conference programs. Of this number, only eight presentations were duplicated during the five year period. The agricultural education staff, supervisory staff, and professional speakers gave more than three-fourths of these presentations. Though the teachers of agriculture did little participating in the capacity of speakers, they supplied a majority of the participation in the thirty-four work committees of the conference programs.

Teachers' Interests

The findings of the study indicated that the greatest frequency of interest in the annual conference on the part of the thirty-one teachers interviewed was classified as "average." However, a majority of the teachers reported "above average" interest in the professional speakers, especially out of state speakers. Judging from the preferences of the teachers, a majority preferred more speakers on technical agriculture topics than on any of the other topics presented in the programs. Many teachers preferred that more research specialists be scheduled in the programs to give the latest in the various phases of research.

Nearly all teachers reported that the supervisors, teacher trainers, and teach-

ers should plan the conference programs cooperatively. The planning and arranging of the past programs was satisfactory with a majority of the thirty-one teachers. About the same number of teachers believed that the conference was more effective in meeting on a State wide basis rather than meeting in smaller groups throughout the State. All teachers, with one exception, reported that the summer months were more convenient for conducting the conference since it would conflict with the total school program if held during the school term. A majority of the teachers were not in favor of long conference programs, night meetings, nor conferences during school term.

Social Contacts Important

Of the thirty-one teachers interviewed, twenty-six reported that they received more benefits from social contacts and discussions of individual problems with fellow teachers and supervisors than from any other activity of the annual conference. As a whole, the benefits teachers derived from the presentation of the various topics in the conference programs were rated average. Many teachers preferred that explanation of fewer technical operation skills be scheduled in the programs. They felt that these topics on which information could be secured easily consumed too much conference time in relation to the benefits derived from them.

Suggestions Summarized

In making suggestions for planning future conferences for teachers of vocational agriculture, based on the findings of this study, it must be emphasized that no attempt was made to make specific recommendations for any single future conference program. On the basis of the information gathered, the following suggestions were made:

1. That the conference continue to meet on a State wide basis for only the number of days needed to consider information concerning teachers of the entire State, and that local meetings be held throughout the State during the year to consider information pertaining to local situations.
2. That the practice of holding the conference during the summer months be continued.
3. That meetings be held during the day only, leaving the evenings free for recreation and individual discussion of problems of teachers.
4. That the supervisors, teacher trainers, and teachers of vocational agriculture plan the conference program cooperatively.
5. That more teachers be used on the program in panel discussions.
6. That more out of state speakers be scheduled in the conference programs.
7. That more research specialists be used in the program to give the latest

developments in the various fields of agriculture.

8. That committee members be rotated frequently from one committee to another in order to establish new ideas in the various committees.

9. That out of state leaders in agricultural education be secured to serve as advisors to the various committees for the purpose of securing ideas from other states.

10. That more conference time be devoted to speakers on technical agriculture topics in which the teachers feel a need.

11. That some kind of competitive recreation be offered in the evenings between the teachers of the districts.

12. That fewer technical operation topics be scheduled in the conference program, topics on which information can be secured easily from reference material. □

The Superintendent—

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More than half of the administrators indicate that there is a lack of cooperative planning for the summer program of work. This fact may hold the answer to some of the misunderstandings and lack of understanding that exist between administrators and agriculture instructors. While it is not the purpose of this study to suggest solutions, this issue seems to call for coordinated action. It seems clear that the responses to this question identify a problem of serious proportions.

There is some indication that superintendents who answered the survey are interested in cooperative planning. "We should plan together and we will this year," "our lack of cooperative planning is my fault. We could learn to do more," "the cooperation has been too general in nature," "the agriculture men have lined the summer work up themselves; perhaps this is a mistake." These comments indicate that administrators are not entirely oblivious to the lack of cooperation. Who should make the first move and take the initiative in developing cooperative planning as a means to more complete understanding?

Question Ten

Are the summer responsibilities of the agriculture department an integral part of your total school program? YES: 76% NO: 19% DON'T KNOW: 5%

"How integral should it be?" asks an administrator in his response. Another responds somewhat reluctantly, "I suppose so." With these exceptions all the comments indicated an acceptance of the summer program as an integral part of the program. Nevertheless, almost one out of five did not believe that the total school program included the summer program of vocational agriculture as an "integral part." This may reflect a lack of acceptance of the community school philosophy and a tendency to regard the summer program as "something extra." The fact that 76% regarded it as a part of the total school program provides a point of departure for further improvement.

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The vocational agriculture summer program

ROLAND VAN SLYKE, Supt. of Schools, Omro, Wisconsin

IT IS PROBABLE that no other program in our schools has had more critical examination than has the program of vocational agriculture. Similarly it is also true that no other program has had greater endorsement. At the outset I wish to state that in the opinion of the writer no other part of the curriculum can boast of so many and varied satisfactory educational experiences during the summer months. In no other field is there opportunity for so much learning by and while doing. Any well prepared agriculture instructor can make use of a variety of educational practices such as those which are in use in our state.

The agriculture teacher makes very important visits to the farm homes of his students during the summer months. Here he is able to judge the results of the program of the student, make suggestions which will improve the caliber of work done, actually show the boy what to do and how to do it, and help the boy to prepare the products or animals he is to exhibit at the fair; in fact he can do "on the spot teaching" for any problem which may arise. While supervising his boys, the agriculture teacher will also meet and talk with the parents. Since most of the farm boys in our area take vocational agriculture, this man makes many contacts and has the opportunity to become a direct link between the school and the home—in fact he probably does more for good public relations than any other one person in the school system. Of course if the instructor is not both well qualified and well liked the reverse can also be true.

Exhibiting something of which one is proud at a county, district, or state fair is certainly a desirable experience for any young man. Here he can show the results of his work to many people, and if he makes a good showing he will be justly elated regarding his success; while if he is humiliated because of an inferior exhibit he should be spurred to greater efforts in order that the painful experience may not be repeated. At this fair a boy will actually see the best in all classes exhibited and will be given a goal for which to strive. He will surely learn a great deal about preparation and care of animals as well as about grooming and selection. He will learn that the world is a much larger place than the farm upon which he lives, and he will find that there are many things that he can learn from those about him.

Not the least valuable part of a summer program is the opportunity to take an educational and recreational trip. On such a trip boys may have many learning experiences which would be difficult to obtain in any other fashion.

In addition to his work with the boys who are in school the teacher will have some time to spend with his Young Men's Agricultural Association. Some of the available activities are as follows:

field trips to find out what is being done by the men in the association, trips to the state experiment station to learn some of the answers to puzzling problems, supervisory visits to members in order to help them solve their problems, making arrangements for educational exhibits at state or county fairs, and holding monthly meetings. Certainly all of these educational experiences are valuable to young men, and they are all indicative of the best types of education.

During the summer months there is time for the agriculture instructor to attend a state directed summer conference. At such meetings he can gain a great deal by merely exchanging ideas with other men in the state; he will learn the newest and best techniques in many fields; he will get information on all the latest discoveries in his field; he will get inspiration which should enable him to go back to his routine job with new enthusiasm; he will have some recreation which will help to improve his outlook; and in most cases he will be a better teacher for having attended the meeting.

The summer will provide time for the agriculture instructor to read professional books and magazines, to attend a short (four weeks in our state) summer session at the State University, to attend districts conferences of groups who have the best information available in their fields. These activities cannot help but stimulate a man to the utmost of his capacities.

In addition to all the activities I have mentioned many more have a place in a summer program of vocational agriculture some of which are: submit reports on the program to the state office and local superintendent of schools, write articles to newspapers to publicize the program, assist in the organization of special meetings, take trips to agricultural experimental stations and plots, and cooperate with extension services provided by the various agencies of our government.

Doubtless it would be unwise for any one man to attempt all of these activities in any one year, but surely any qualified instructor can choose enough of these activities to provide a very satisfactory summer program.

To summarize briefly let me state some of the desirable things which grow out of a summer program in vocational agriculture.

1. Activities of the right types are provided for all groups of farmers, namely: high school students, young farmers, and adults.
2. Desirable public relations are brought about through many contacts in the area.
3. Activities are variable enough to provide for anyone interested in agriculture.

4. Provisions are made to keep the instructor and the public abreast of all recent developments.
5. Practically all of the activities provide the best means of education—audio-visual and learning by doing.

I do not mean to indicate that all vocational agriculture programs are the best—that there is no room for improvement, but the potentiality is there. Much of the program depends upon the instructor—he is the key to the situation. Not all agricultural instructors are excellent, but it has been my observation that every effort is being made to obtain the best possible men by requiring higher qualifications for these positions. During the last twelve years it has been difficult to obtain teachers in any field, but I do not think that agriculture has suffered so much as many other fields—probably due to the fact that state and national officials have been reluctant to accept people who did not have the proper qualifications. It is also true that because vocational agriculture provides twelve months employment at generally higher salaries, better men have been available. The summer program has met with much success in most areas because of these factors. □

The Superintendent—

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Conclusions

Either teachers of agriculture are not working as hard in summer as during the rest of the year, or their administrators are not aware of their summer program. The superintendents do not feel adequately informed, but do not necessarily hold the agriculture teachers altogether responsible for this. Ernest Palmer, agriculture instructor at Hastings, Minnesota, recommends coöperational planning and a monthly report on progress, problems, and plans.

The responses to the ten questions constitute a challenge for all those working in agricultural education. They provide the basis for developing a positive program of action rather than a negative series of complaints. □

A slender acquaintance with the world must convince every man that actions, not words, are the true criterion of the attachment of friends; and that the most liberal professions of good-will are very far from being the surest marks of it.

—George Washington

Prejudice is a great time saver—it enables one to form opinions without bothering to get the facts.

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the July issue

Using the summer months to prepare for teaching farm mechanics

M. G. McCREIGHT, Teacher Education,
University of Nebraska



M. G. McCreight

MANY farm mechanics programs have failed to produce qualitatively and quantitatively because the instructor has failed to plan.

Quality is a must in farm mechanics if the carry-over is to be at all effective. Class, group, and individual instruction are essential for the highest type of workmanship. Should the instructor's idea of quality of workmanship be not high, so will it be with quality of work turned out by the students. As a result of poor workmanship it is often difficult to secure shop projects of a desirable nature. Farm people do not want to spend money for material to be shaped into low quality items.

The Vo-Ag teacher must plan his strategy carefully and completely and execute it. Several factors must be considered if the farm mechanics program is to serve a functional purpose in the community. Some of the factors are: the needs of the students, the interests of the students, the ability of the student, the needs of the home farm, the

type of farming in the community, the teacher qualifications, and facilities for teaching farm mechanics.

There should be little doubt as to the importance attached to the student's interests, his needs and the needs of the farm. Surveys of one form or another may be used to determine those needs and interests. The following is one of the forms used in Nebraska (Form 1). This survey is not to be sent home with the boy but is to be taken by the Vo-Ag instructor to the farm when he makes his supervisory visit during the summer. It should be discussed with both parents and the student as to benefits that may be derived by its use in planning the farm mechanics program. If each student's parents are thus contacted this should give the instructor an indication of the direction of the farm mechanics program. He will be able to secure blueprints, necessary equipment and other materials needed to promote effectively this phase of the program.

Let us take the example of Stuart Bessett's farming program at Eagle, Nebraska and build a farm mechanics program around it. We may ask ourselves the question, "What are the possible farm mechanics projects based on Stuart's farming program?" As we visit each project we might list these possibilities:

Form No. 1

19____-19____		Individual Survey of Farm Shop Needs of _____	
Farming Program	Farm Betterment	Improved Practice	
1. _____	1. _____	1. _____	
2. _____	2. _____	2. _____	
3. _____	3. _____	3. _____	
4. _____	4. _____	4. _____	

Shop Needs Based Upon	Areas of Need for Repair and Construction					
	Livestock	Crops	Farm Power and Machinery	Soil and Water Management	Home Farm Shop	Household Equipment
Boy's						
Individual						
Farming						
Program						
Home						
Farm						
Enterprises						

Production Projects:

Project No. 1—Breeding Ewes

Build and repair feed bunks and hay-racks
Build and repair gates and fences
Build and repair watering equipment
Build and repair grain storage facilities
Build or repair wheelbarrow
Build or repair housing facilities
Fence construction and repair

Project No. 2—Fattening Lambs

Same as for Breeding Ewes

Project No. 3—Feeder Pigs

Same as for breeding ewes and fattening lambs
Build a protein supplement feeder
Build a hog oiler
Build or repair loading chute
Build a self-feeder

Project No. 4—Pawnee Wheat

Repair machinery used in wheat production
Grease and adjust machinery
Calibrate seeding machinery
Practice good tractor maintenance
Fence repair and construction

Farm Betterment Projects:

Project No. 1—Planting Shade Trees

Care and use of hand tools

Project No. 2—Painting Farm Buildings

Purchasing paint
Purchasing and caring for painting equipment
Building scaffolds
Building and repairing ladders
Preparing surfaces to be painted
Cleaning paint equipment

Project No. 3—Farm Shop Improvement

Clean, repair and sharpen tools
Purchase tools and equipment
Provide for tool storage
Build or repair work bench
Build or repair shop building

Project No. 4—Water Supply and Disposal Improvement

Construct a well pit
Build an insulated pump house
Install non-freezing water hydrants at convenient places such as—poultry-house, hog-house, milk-house
Provide necessary plumbing for milk-house
Install water heater in milk-house
Install laundry facilities
Install pressure water system
Install a septic tank

As we visit with the parents and the student we should not overlook the needs of the home and the farm. Usually many other farm mechanics projects can be listed from this source. No boy enrolled in vo-ag farm mechanics need be idle.

Once this survey has been completed it will then be necessary to plan a yearly calendar of farm mechanics activities for each student. The degree of advancement of the projects selected for the student to work on will be determined by his ability and immediate need in a conference with the Vo-Ag instructor.

Very few, if any, required projects will be necessary if the parents, student and instructor have a complete understanding of the accomplishments to be desired. Students generally dislike any-

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How is summertime used?

A. B. CORDES, Vo-Ag Instructor, Eau Claire, Wisconsin

WITH THE CLOSING of schools at the end of the academic year, classrooms are quickly vacated by students and teachers in a rush to head out for their summer activity or their sought for vacation; all except one teacher—the instructor in agriculture. Generally, he is the only staff member to remain on duty for the full twelve months, often without the public being too well informed on the nature of the work that justifies the extra summer tenure. Everyone in this work has surely been asked the question by his principal, fellow workers or acquaintances on the street, "What do you do during the summer?" They seemingly have some question in their minds as to how the Ag instructor can be busy for three more months, while all others are gone. For those departments with a sound summer program, the summer is much too short to accom-

plish all that should have been done before school convenes again for another academic year. A periodic self-examination of our summer program is undoubtedly in order.

Group Activities

We recognize that certain group activities for the agriculture instructors are reserved for the summer, the only time when it is possible to get their full participation. Attendance is often required. Such is the annual summer conference of the vocational agriculture instructors; valuable as it may be for professional improvement, it does require about a week of his summer time. Sometime during the summer, the popular and perhaps worthwhile FFA camping trip takes another week, if all time spent in planning for it is included. The latter part of the summer usually brings

on a heavy schedule of duty in connection with county and local Junior Fairs. If one can get by with giving only one and one-half to two weeks of his time for this activity, he has been fortunate. If the Ag instructor takes his two weeks of vacation, to which he is entitled and which he also needs, the three months of summer have already been reduced to a mere six or seven weeks in which to carry out a well planned summer program that agriculture students, the school administrators and the economy-minded taxpayer consider worthwhile to justify his year-round employment.

A Planning Period

Agriculture instructors know that a certain amount of time spent in the office, perhaps a portion of each day, is very necessary in order to be available to any student or parent who may be seeking assistance. The Jr. D.H.I.A. testing program also requires supervision from the instructor if this is not to go into a summer slump. Plans and preparations for summer FFA meetings and Young Farmer classes require time if they are to be successful. Plans for the coming school year require attention, and necessary improvements in shop facilities are there, too, in making demands on the time of the Ag teacher.

Professional Improvement

It is recognized today that professional improvement is desirable even for the busy Ag man if his course of study is to be up-to-the-minute and in keeping with latest findings in a rapidly moving scientific agriculture. Time out for attending an occasional Workshop on a current topic is recommended, but the summer season seems to be the only time when this is feasible. Professional improvement in the form of credits earned periodically at a college or university is required by many schools. These courses usually are not available in less than four week sessions, but can be worked into the summer schedule of the instructor in agriculture by foregoing his vacation. Many communities and smaller villages want to get their money's worth out of the Ag instructor, and consequently it is considered good public relations that he be somewhat active in community and civic affairs. This sometimes develops into some rather complex situations.

On-farm Supervision

Yet all of this has been largely indoor activity or off-the-farm busy work. It is obvious then that if the supervision of the farming programs and the opportunity to continue to teach during the out-of-school period are to be an effective part of the course in vocational agriculture, time must be reserved for this, lest it end up becoming a slack-time activity with the sixty or more vocational agriculture students and Young Farmers who are enrolled in the course. A summer program conducted without planning would be much like teaching a unit course of instruction without a lesson plan.

Select Activities

For the instructor in agriculture it surely is not difficult to maintain a full

Using the Summer Months—

(Continued from Page 282)

thing set up on a required basis. If the student and the parents help with the planning, the requirements are taken care of. The Vo-Ag teacher has to direct the activities so as to begin with the simple projects and work to the more difficult. I don't believe that it is important that all skills be developed in the 9th and 10th grades. If proper guidance is given in conferences with the student and parents most of the skills needed will be developed sometime during the high school period. If a boy takes only one or two years of Ag, he may be short on skills. This should not be the case with those who take three or four years of vo-ag.

Following is a form used in planning a student's yearly program of activities in farm mechanics. (Form 2)

There are many other things the Vo-Ag instructor needs to do during the

summer to prepare for teaching farm mechanics, some of which are:

1. Bring reference and text material up-to-date
2. Remove all refuse and accumulated junk. Clean out the corners, under the work benches and the storage areas.
3. Make plans to have the interior of the shop painted in appropriate colors.
4. If new power equipment has been added recently make sure that the shop is properly and adequately wired.
5. All tools and equipment should be in the best possible condition when school starts. Do not wait for school to start to get students to recondition tools. You may be disappointed.
6. Order farm building and equipment plans. When they arrive file them where they can be easily found.
7. Order consumable supplies.
8. Arrange with local merchants and dealers for field trips and demonstrations.

Form No. 2

19____-19____

Individual Farm Shop Plan of _____

Month	AREAS OF FARM SHOP PRACTICE AND LEARNING								Grade	Cost
	Wood-work	Sheet Metal and Soldering	Forge Work and Welding	Tool Fitting and Sharpening	Farm Electricity	Farm Power and Machinery	Painting and Glazing	Miscellaneous		
Sept.										
May										

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Evaluation improves in-service program for beginning teachers

AUSTIN E. RITCHIE, Teacher Education, The Ohio State University

Part II*

Appraisal of the Program by School Administrators and Beginning Teachers



Austin E. Ritchie

A multiplicity of comments are expressed by school administrators regarding the in-service program and the beginning teacher. These comments are an appraisal which is an indication of competency. Likewise, beginning teachers are in a good position to

evaluate what they have experienced. These sources of appraisal revealed the succeeding findings.

Fifty-six superintendents responded to the question, "How effective do you think the beginners' in-service training program has been in developing and improving your teacher of vocational agriculture?"

Table I
General Evaluation of the In-Service Training Program as Rated by Local Superintendents

Rating	Number of Ratings	Percent of Ratings
Excellent	21	38.19
Good	27	49.09
Fair	6	10.91
Poor		
Of no value	1	1.81
Total	55	100.00

Table I shows over 87 per cent of the local superintendents rated the in-service program good or excellent.

Nearly 80 per cent of the beginning teachers were evaluated as being excellent or good by their superintendent.

An analysis of Table II indicates that out of every 14 beginning teachers 11 were rated good or excellent. It is believed this partially reflects that the professional in-service program contributed to the competence of the beginning teachers.

Evaluation of the Sources of the In-Service Program

Six sources of in-service help were provided in the planned in-service program for beginning teachers. These are itinerant teacher trainers, cooperating teachers, small group conferences, state beginning teachers' conference, annual

* Part I appeared in the May issue.

TABLE II
General Evaluation of Beginning Teachers by Local Superintendents

Rating	Number of Teachers	Percent of Teachers
Excellent	21	37.5
Good	23	41.07
Fair	8	14.29
Poor	2	3.57
Unsatisfactory	2	3.57
Total	56	100.00

teachers' conference, and district meetings.

Each beginning teacher rated only the sources which they had experienced. The rank of the six sources are shown in decreasing order of effectiveness in Table III.

TABLE III
Evaluation of the Source of the In-Service Program in Meeting the Difficulties in All Areas Rated by Beginning Teachers

Source	Total Weighted Rating
Cooperating Teachers	35
Itinerant Teacher Trainers	34
Small Group Conferences	32
Annual Teachers' Conference	21
State Beginners' Conference	16
District Meetings	11

It appears from Table III that the sources of individual aid, which were the itinerant teacher trainers and cooperating teachers, were the most effective in aiding beginning teachers. The small group (6 to 10 teachers) conferences were third in effectiveness and nearly as effective as the individual sources of the in-service program. These 3 sources rated good in all ten of the professional areas.

Another conclusion is that the in-service program was least effective when the help was provided in a large group setting. This is true of the annual teachers' conference, state beginners' conference, and district meetings.

Evaluation by Areas

The ten areas used in the evaluation are shown in ranked order according to the effectiveness of the in-service program: Farming program, General school, Classroom teaching, Physical facilities, Guidance and counselling, Future Farmers of America, Community and public relations, Adult farmer, Long-time program, and Young farmer. The first eight areas were within the range of a good rating on a scale of excellent, good, fair, poor, and of no value. The latter two were rated fair.

In-Service and Pre-Service Program

Fifty-six per cent of the beginning teachers indicated their first preference for length of student teaching periods and intensity of the in-service program to be, "Two quarters of student teaching with a more intensive in-service program." An additional eighteen per cent rated it their second preference.

Summary

The job of teaching vocational agriculture is becoming increasingly complex. The professional and scientific developments require that teachers continue to improve their professional competencies. Previous studies indicate the pre-service program cannot prepare teachers adequately to meet all problems in a rapidly changing profession. An in-service program needs to be evaluated and planned to meet these changes.

From this study one can conclude that individual visits and conferences is the most effective source of in-service aid. Small group conferences for beginning teachers is a close second. More emphasis needs to be given to aiding the beginning teachers in the long-time program, adult farmer, and young farmer areas. □

WELCOME

To all new teachers entering the profession.

May yours be an experience which proves to be effective, satisfying and of long duration.



The Ohio Study shows local administrators are important in an in-service program for beginning teachers. Ralph Needs (teacher) discusses his library problems with Clifford Craig (superintendent) and Austin Ritchie (itinerant teacher trainer).

Planning for home farm improvement

JAMES E. HAMILTON, Vo-Ag Instructor, Audobon, Iowa



James E. Hamilton

I HAVE always been looking for, and planning a way to get my farm boys to improve their home farms. The improvement projects of my students have varied widely from farm to farm, in type and in scope of projects. Some boys have done a great deal to improve the

home farm while others have done but little.

Since I have used a charting system, or a listing of the plans for an improvement project, I have had more response from the student who formerly did but little on the home farm.

The purposes for the listing of jobs by the student are many. The first purpose is to be sure that the student has analyzed the home farm, and further to be sure that he knows the size and scope of the improvement projects to be done. If the student lists the jobs, as is shown in the accompanying chart, he will be sure of the need for the work to be done.

The need for improvement projects must be decided cooperatively by the student and parent. A complete farm survey by the instructor, parent, and student, is one of the best ways for establishing the need for farm improvement projects. However, many times it is impossible for the teacher to call on all of his new students early enough in the school year to help the student survey the farm thoroughly for improvement projects. I have found it worthwhile to take the class to a farm and demonstrate how to survey or inspect the farm for needed or profitable improvements. I follow this farm visit by letting the students chart the improvement projects for that farm. The accompanying sample is from a chart drawn up by the students after a visit

to the Jensen farm. The class agreed on what projects needed improvement and listed the estimated cost, jobs, time schedule, reason for doing, etc., for the first problem: After the field trip to the "problem" or demonstration farm, and the improvement projects are analyzed and charted, the boys analyze their home farms and chart their own projects.

Some students may want to list all the jobs to be done on a separate sheet of paper and paste it on the barn door or on a bulletin board at home. Others place it where it will remind them of what is yet to be done. Most of my students have their list in their class notebooks, much like they have a list of things to do for production projects in their supervised farming program record book.

Activities Listed

The second purpose in having a written listing of projects is to have a list of specific things to do to complete each project. This is effective with students who are not too strong on farm im-

provements. The list can be a reminder to the student as well as a set of directions for him. The list from the problem-farm may also serve to demonstrate the practice outlines.

The third purpose of this chart is to help determine the practicability of the project by determining the cost in advance of starting the project.

Probably one of the greatest advantages of this listing in chart form is the time schedule. This provides a checking opportunity—a place where the instructor can easily check for progress and determine if the student has started with his projects or if he is behind schedule. It can be a reminder to the instructor of the jobs the student wants demonstrated at a certain time of year and certainly should be a part of the planning for the home farm visit.

The fourth column "Reasons for Doing" can be useful in securing the parents' cooperation as well as a determining factor in deciding if the projects should be included in the students improvement program.

Individual Training Program

The last column "What I Need to Know" is the listing of the information the student needs to have in order to do the best possible job in the improvement project. This list is a fertile field for

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Improvement Project Program for Richard Jensen

(A sample item to illustrate the form used)

Project	Cost	Jobs to do	Time Schedule	Reasons for Doing	What I Need to Know	Date Completed
Orchard Improvement	\$20	Prune old trees.	March—'53	Planting orchards and using fresh fruit increases farm health. Orchards reduce farm food costs. Satisfaction from raising an orchard and being able to harvest fruit.	How and when to spray.	_____
		Select new trees.	Oct.—'52		How and when to prune.	_____
		Plant new trees.	April—'53		How many trees are needed.	_____
		Train new trees.	April—'53, '54, '55, '56.		Know where to buy trees.	_____
		Cut out dead trees.	Fall—'52		How to set young trees.	_____
		Spray old and new trees.	Summer—'53		How to protect trees.	_____
		Protect trees from animals and weather.	Fall—'52		How to sell surplus stock.	_____
		Fertilize trees.	Spring—'53		How to pick and store fruit efficiently.	_____
		Crop rotation around trees.	Spring—'53		What to use to prune trees.	_____
		Select varieties best suited to locale.	Spring—'53		Know what fertilizer to use.	_____
					Know what varieties are best.	_____
					How to graft trees.	_____
					How to bud new varieties.	_____



Demonstrating grape pruning for use in home improvement projects.



Inspecting a corn-picker equipped with fire extinguisher and shovel.

Evaluating adult farmer education

(Continued from Page 279)

can help." This column provided an opportunity to check 22 items under the question, "What can be done to help introduce new practices?"

The special teachers agreed with the farmers that regular teachers should do follow-up work. This may be due to several reasons. One is that all the special teachers were responsible for operating large farm businesses. Another reason is that special teachers may feel modest about working with neighbors on follow-up instruction or that they may not understand how to do follow-up work.

The special teachers did indicate that they could assume responsibility with the regular teachers for the following items in the order listed:

1. At the close of each ten week class period, have members choose practices to be followed.
2. Pool data from demonstration results.
3. Have seasonal class sessions in the neighborhoods.
4. Help with seasonal class sessions in the neighborhoods.

In relating special teachers opinions to activities in the program of adult education there was indication that the special teachers and the farmers agreed on all suggestions for improvement with the possible exception that the special teachers thought more emphasis should be placed on the introduction of approved practices.

What Do Local School Administrators And Regular Teachers Say Is Needed?

The local superintendent, principal, agricultural instructor, shop instructor and institutional on-farm instructor designated as educators were interviewed using the same schedule as was used with the special teachers except that minor changes were made due to different responsibilities in the program. The author of this article did not fill out a schedule even though he was the director of adult education in the community at the time the study was made.

The educators agreed with the special teachers and farmers on the use of most of the instructional techniques. However the educators differed with the farmers and special teachers on some important items. The educators indicated that:

1. More emphasis should be given to instruction on the farm.
2. More emphasis should be placed on planning for solution of individual's problems while in the class and on the farm.
3. More on-farm instruction should be done by special teachers. According to the educators the special teachers could share this activity with the regular teachers with each doing about one-half of the follow-up work.
4. Less importance should be attached to the use of the class session to get improved practices introduced on farms.

The educators gave the whole program a lower rating than did the farm-

You and the Magazine

Among the various agencies and organizations to be evaluated for their contribution to and support of the teacher in Vocational Agriculture is the *Agricultural Education Magazine*. For twenty-five years the *Magazine* has been serving teachers and has been supported by them without recourse to any financial assistance other than the income from subscriptions. This policy has been maintained in spite of the tremendous rise in costs of publication. There is no expectation that this policy will be changed. However, its continuation calls for the support of every teacher, supervisor and teacher trainer in the country.

Teachers will be starting a new year in their professional experience in another month or so. This faces them with the selection of those professional organizations and agencies to support from among the considerable number available. Will your choices include the *Magazine*?

It is significant to note that those States which have adopted a practice of including the subscription price of the *Magazine* in a "package deal" with the dues to their State and national associations have the best record of support of the *Magazine*. With State meetings of Agricultural Teachers' associations coming along in the next month or so this might be a pertinent matter for consideration.

Incidentally, if you as a current subscriber are changing your address for another year, please be sure to notify the Publisher of such change. □

ers, but higher than the rating given by the special teachers.

Conclusions for Improving the Summer Instructional Program

1. Place more emphasis in the summer instructional program in developing improved practices on farms.
2. Provide more tours, field trips and demonstrations of skills in the summer and during the day-time.
3. Provide more demonstrations, demonstration plots and pooling of data from demonstration plots.
4. Provide more group meetings in summer on seasonal problems.
5. Provide more opportunity to purchase cooperatively those supplies needed to improve farming operations.
6. Clearly define the responsibility for follow-up instruction. The farmers and special teachers state that the regular teachers should do this type of instruction. There is indication that this problem needs further clarification with special teachers. Follow-up instruction appears to be needed and is an important part of instruction. An early decision on responsibility should be made.

In general the summer instructional program is satisfactory to all people involved in the program. Essentially the same program of summer instruction should be continued but with an increase in intensity of most of the activities. □

How is summer time used?

(Continued from Page 283)

and active summer program. His greatest problem is in finding enough time to do the necessary work. If then, early in the season, we take inventory of the program in terms of what is essential and contributive to our objective and purpose in vocational agriculture, we may have an entirely different schedule of activity. There still will be no time to spare, but perhaps we will have done a better job, and may even be able better to answer the queries of interested people as to what was done during "vacation." And if we are to do a more effective job of public relations, we might do well to invite those who are unfamiliar with our program to spend some time with us to find out first hand just what the instructor in agriculture accomplishes during the summer. □

Planning for home farm improvement

(Continued from Page 285)

many helpful and profitable hours of classroom and on-farm teaching. This information and skill needed plus the training needed for the production projects and supplementary projects, provides the training program for each individual student.

Parental Cooperation Necessary

It is just as essential to get the cooperation of the parents for improvement projects, as it is for productive projects or any other farming plans. The charts of one student are of little value to another student because each boy must start with the conditions on his home farm as they are and plan for improvement from there.

The whole plan of charting and listing improvement projects is not new. It is the same thing we have done for productive projects for many years. It is in a little different form than the planning for productive projects but involves the same steps—survey of need, estimated cost, time schedule, procedure, list of jobs, reason for doing, agreement of parent, etc. I suspect that many readers have similar charts and many that are better than this plan. I would like to see them to compare and improve my own system of improving the home farm and making a better farmer of the farm boy.

The reader may wonder by now about the planning done in our school previous to the adoption of this plan. The Iowa Supervised Farming Program Record book has a page for such planning and we have always completed this page and spent class time, field trips, and farm visits in providing information to demonstrate needed skills to carry out improvement projects. With the new plans I feel that I get more cooperation from the parents and more work done on the home farms. The vocational agricultural instructor and veterans' instructors who have used this form or plans similar to it have felt that it is an aid in improving the home farms of their students and veterans. □



VEGETABLE GROWING, by James Sheldon Shoemaker, 2nd edition, pp. 515, illustrated, published by John Wiley & Sons, Inc., list price \$6.00.

Emphasis is placed on research studies that have made contributions to vegetable growing practices. Soils, fertilizers, irrigation, pest and weed control, and similar subjects are discussed at those places in the text where they have direct application to the treatment of the specific vegetable crop. The chapter on "Insect and Disease Control," in the original edition is now "Herbicides, Insecticides, and Fungicides." Among the many new features included in the second edition are: Improved cultural practices for both mineral and peat (muck) soils; new material on the increasing importance of hybrid varieties; new data on pelleted seed; helpful facts on sprout inhibitors, irrigation, and waxing; a theory of why and how different seed production practices may subsequently influence the quality of the vegetable crop. Over 300 new references have been added.

—APD

USING COMMERCIAL FERTILIZER, by Malcolm H. McVickar, pp. 208, illustrated, published by Interstate Printers, Danville, Illinois, list price \$2.50.

This text deals specifically with commercial fertilizer, how it is produced and its use. The author in preparing this book has drawn heavily on educational information assembled by The National Fertilizer Association and State and Federal agricultural experiment stations. The style is non-technical. The factual information contained in the text should help present and prospective farmers to understand the importance of fertilizer and the best practices to follow in its use. The first eight chapters deal with an understanding of commercial fertilizers and essential plant growth elements. Beginning with chapter nine the author presents the principles of application of fertilizers, including application equipment. The role of commercial fertilizers in soil conservation, and fertilizers and plant and animal nutrition are given careful consideration. The text is profusely illustrated, is generalized and therefore should be of value in all sections of the United States.

LOCAL POLICIES FOR AGRICULTURAL EDUCATION IN THE PUBLIC SCHOOLS, by Herbert M. Hamlin, pp. 53, paper covered, published by University of Illinois, College of Education, Office of Field Services, Urbana, list price 40c.

Policy making procedures, areas in which policies are needed, and suggested policies for a citizens' committee for agricultural education and for adult



The California Honorary State Farmer Key and Certificate being presented to J. Earle Cooke, State Director of the California Agricultural Extension Service. Shown in the picture, from left to right, are Louis A. Rizzoni, Vice-President of the California Farm Bureau; Mr. Cooke, Robert L. Smith, a former national Vice-President of the FFA from California, who presented the Key and Certificate, and John Lawler, Secretary-Manager of the Central California Poultry Producers' Association, who also is an Honorary member of the State FFA. Mr. Cooke's father was one of the earlier vocational agriculture teachers in California and served at one time as president of the State Agricultural Teachers' Association.

Seeing Is Believing— A Classroom Strategy

Five pullets were my assistants in teaching "laying flock management." After a study of how to cull hens for high production, the students picked their best pullets and moved them into a five-compartment wire cage in the classroom.

The individual production record created much interest. Feed consumption costs showed that the profit earned was thirty-one cents per bird for the month. The boys concluded that an accurate check on production should help make their laying flocks a profitable enterprise and that wire cages were more sanitary, provided a convenient source of drinking water, and would be as economical

education in agriculture constitute areas covered by the author. The pamphlet offers valuable aid not only for those responsible for policy making in agricultural education, but for all who are interested in improving policies in the public schools.

—APD

APPROVED PRACTICES IN FORAGE AND FEED, by George M. Briggs and W. P. Mortenson, pp. 330, profusely illustrated, published by The Interstate Printers, list price \$1.85.

Thirteen chapters deal with approved practices in growing alfalfa, sweet clover, the clovers, corn, sorghums, soybeans, sudan grass, and cultivated grasses of lesser importance. A chapter on weed control and one on crop insects round out the paper covered booklet. The authors have not attempted to present original materials, but have sorted out information from various reliable sources which provides an accurate and well rounded coverage of the various subjects. The book is written mainly for young people, and should prove of value to vocational agricultural students and students in young farmer classes.

—APD

to install as their present equipment and easier to tend.

With the on-coming sanitary electric pig brooder, our next project will be to raise a litter of three-day-old pigs on synthetic sow's milk till average weaning weight.

I have found our local business men eager to co-operate in carrying out these trial demonstrations and will even furnish the necessary equipment.

It is not difficult to teach a group of high school agriculture boys that have been convinced by a reality. We are in an age where proof must exist and our youth are ever mindful of this fact.

Classroom instruction must present a challenge to the student if he is to progress with the fast moving trends in agriculture.

A classroom demonstration can provide reality as well as to challenge each boy to improve neglected farm practices. It is the American way of life to have each person institute a procedure in farming which is entirely his own, activated by his own initiative. It can be most confusing to a growing farm lad to have "negative style instruction" confront him or to have a pattern of farming planned for him by parents or instructors. Let him see all the circumstances involved with a farming enterprise, then guide the conclusive evidence he has a chance to witness so that he can arrive at a satisfactory and desirable decision himself.

J. E. Kleinsasser, Vo-Ag Instructor,
Lennox, South Dakota □

A smile costs nothing, but gives much. It enriches those who receive, without making poorer those who give. It takes but a moment, but the memory of it sometimes lasts forever. None is so poor but that he can be made rich by it.

Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans

FIRST PLACE

Warren C. Duncan
Teacher of Vocational Agriculture
Lawrenceburg, Kentucky

Busch Pressman, 4" x 5"
Lens Opening: F 16
Shutter Speed: 1/100

Super Panchro Press, Type B
Press 40 Bulb

"SLEEPING WITH HIS CALVES"



John H. Klipstein
Vo-Ag Instructor
Wausau, Wis.

Speed Graphic 4" x 5"
Lens Opening: F 8
Shutter Speed: 1/100

Press 25 Bulb

"CAPONIZING"



John H. Klipstein
Vo-Ag Instructor
Wausau, Wis.

Speed Graphic
Lens Opening: F 22
Shutter Speed: 1/100

"TERRACE LAYOUT"



Warren C. Duncan
Teacher of Agriculture
Lawrenceburg, Kentucky

Busch Pressman,
4" x 5"
Lens Opening: F 8
Shutter Speed:
1/200

Super Panchro Press,
Type B
Press 25 Bulb

"DEMONSTRATION—
CASTRATING PIGS"



